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AUTHOR Towns, Kathryn; And Others
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ABSTRACT

These guidelines are designed to help public school system vocational educators establish programs and services for displaced homemakers within the framework of vocational technical school and community college programs. The main body of the guide consists of six chapters. Chapter 1 provides an overview of the special needs of displaced homemakers. Needs assessment is examined in chapter 2. Chapter 3 contains a survey of Pennsylvania's displaced homemaker programs. Goal setting, networking, evaluation, and funding are described in chapter 4, which deals with planning. Chapter 5, entitled "Implementation," discusses the following topics: community resource files, counseling, peer support systems, job referral, work study or cooperative programs, special instruction, and public relations. Subjective information, more objective information, and outcomes are areas of program evaluation outlined in chapter 6. Sixteen appendixes (half the document) include community and business surveys, a statewide questionnaire on programs, a survey return summary, state and national displaced homemaker networks, funding sources, displaced homemaker legislation, participant evaluations, vocational interest test references, goal-setting and decision-making references, and an employer participation sheet. (MN)

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GUIDELINES FOR ESTABLISHING PROGRAMS AND SERVICES FOR DISPLACED HOMEMAKERS

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Kathryn Towns, Ph.D.
Diane Edwards
Rie Gentzler

CE 028823

Capitol Campus

The Pennsylvania State University

Middletown, Pennsylvania 17057

with the assistance of

Christine Crist, Linda Crosson, Margery Grove, Paula Yanoshik

art work by Sallie Rihn

cover design by Susan Hearn

Janie Fuller, typist

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INTRODUCTION

These guidelines are for educators in the public school system, especially those in the vocational training component. Through the public schools, communities can show special concern for their own constituency. It is in local school systems that locally needed skills can be recognized and taught. Further, the vocational arm of the school systems has the physical plant and the professional staff to teach a wide variety of marketable skills.

Although educating adults is routine in most vocational schools, there is a sizeable, largely hidden, group of adults in need of job skill training, albeit training with a marked difference. These adults are the displaced homemakers. They need jobs and for jobs they need marketable skills. To learn marketable skills, for the most part these persons need a particular kind of counseling and educational program.

In these pages vocational program planners can find out who displaced homemakers are and how to plan training programs to serve them successfully within the special capabilities of vocational technical schools and community college programs. Material is presented on how to conduct a needs assessment; how to plan a program, including the setting of goals and objectives, networking, evaluating, and funding; how to implement the plan, including the use of counseling services, community resource files, job placement, flex-

ible scheduling, peer support systems and work study opportunities; and finally how to evaluate the program.

I. OVERVIEW OF NEEDS

Although the number of women participating in the job market increases each year, millions of married women continue to choose to work in the home. Their career is homemaking and they find security and satisfaction in their work. But homemaking is not like other careers. It carries no salary, no retirement provisions, no social security, no medical benefits, no accident insurance and no unemployment provisions. With the death or disability of a husband and with divorce or separation the homemaker is forced out of her chosen career and into a new one -- that of provider for self and family. The homemaker is 'displaced'.

The Federal Displaced Homemakers Act of 1977 defines the term in Section 3 "to include an individual who:

(a) has worked in the home for a substantial number of years providing unpaid household services for family members:

(b) is not gainfully employed:

(c) has had, or would have, difficulty in securing employment and;

(d) has been dependent on the income of another family member but is no longer supported by such income, has been dependent on federal assistance or spousal support but whose children are within two years of reaching their majority."

Federal Register, Vol. 44, #65, Tuesday

April 3, 1979, pp. 19, 997-20,000

The term "displaced persons" came into common usage after World War II to mean those who have been forcibly exiled through war and social upheavals. One at a time, in the privacy of their home, "displaced homemakers" have been just as forcibly exiled from a role, an occupation, a dependency, and a livelihood. It is usually a quiet displacement, of one person, alone.

Figures used to estimate the number of displaced persons catch what one statistician calls "only the tip of the iceberg". For example, welfare figures

do not reflect those who are not on welfare and unemployment figures do not reflect those who were never listed as employed. Divorce figures do not reflect those who have been deserted or separated; thus many persons who fit a particular definition have never been counted in any way which indicates their status.

Even so, a March 1976 Survey of Income and Education by the Pennsylvania Department of Labor found 212,000 persons of age 35 and over who fit the definition of displaced homemakers. On the national level, Tish Sommers, an organizer of the Alliance of Displaced Homemakers, estimates there are at least three million. More reliable figures are anticipated when the data from the 1980 census become available.

In spite of the stereotype of the wealthy divorcee, statistics show only 2% of all divorced women with children receive more than $5,000 a year in support. Only 14% of divorce settlements include any alimony, and only 44% award child support -- but less than half of either is paid regularly. Even the women who work earn on the average only 59% of what men earn.

Most women now in their middle years entered marriage with the assumption that the man would be the breadwinner, she would be the homemaker, and that retirement benefits, health insurance, and economic security would be taken care of by the marriage contract. If these women have been employed outside the home, it is likely to have been supplemental, irregular, and often part-time. Consequently these experiences have left the women poorly equipped to compete in the present job market.

Between that former security of economic dependency and a new state of financial self-sufficiency lies a variety of barriers, most of which can be

grouped under the general headings of lack of confidence and inadequate job skills. The following profiles, drawn from agency files, demonstrate these needs.

Maureen P. is divorced. She is working but not earning enough to support herself and her four teen-age children. She thinks there's nothing she can do.

Maureen needs to upgrade her job skills through training or a refresher course. She also needs support of others who are single parents of teen-age children.

Maria M. is 50. Her husband died last month. There was little insurance. Maria, who has never been employed outside the home, must find a way to support herself until she is eligible for Social Security. She thinks there's nothing she can do.

Maria needs to find out what her abilities are and where they fit into the job market. Then she needs to define her goal and work out strategies to reach it.

Donna M's husband has a serious disease that made it impossible for him to hold a job. There are five young children. Donna must find employment to put food on the table. She was married before finishing high school and, except for a teenage job as a waitress, has never been employed. She thinks there's nothing she can do.

Donna needs job skills. She needs to know where to get them right away. She may need child care arrangements.

Joyce C. has been married for 18 years and has three children, a boy 17 and two girls 14 and 10. Joyce and her husband are separated and headed for divorce. Joyce's only outside employment has been a part-time clerical job when she was first married. She thinks there's nothing she can do.

Joyce needs to update her skills.

Betty D. also must update her skills and needs information on how to do that. A single parent, she is the sole support of several children. She thinks there's nothing she can do.

Betty needs skills training and some support, probably from a peer group.

My Van N. has recently separated from her husband. Suddenly and in emotional turmoil, she faces the needs of two small children and the necessity of finding a job. There are no openings in the field she trained for in Vietnam. She thinks there's nothing she can do.

My Van's abilities to cope need to be strengthened. She needs to know how to define her abilities, where to get training for job skills, how to go about getting a job, counseling, training skills, job entry skills, and support.

Ruth J. is 48, recently widowed. She has never functioned in the world outside her home and now must be solely responsible for herself and her family. More than just a job, she needs an adequate salary and a future. She thinks there's nothing she can do.

After a realistic evaluation of her abilities in relation to the job market, Ruth will need skill training to prepare her for employment.

Occasionally, men will find themselves in situations similar to that of a displaced homemaker.

Joe A. is 50. Joe retired after 20 years service in the Navy. His wife continued to work to support the family. She recently died and Joe is forced to return to work after several years at home. He thinks there is nothing he can do.

Joe needs to retrain. He needs the support of others

faced with the same problem and a chance to find out how skills he practiced for 20 years can be transferred to a new job.

As Tish Sommers told Time Magazine, reported in January 1979, "For practical purposes, a displaced homemaker is a person from 35 to 64, overwhelmingly likely to be a woman, who has been caring for family members and has lost the means of support through divorce, separation, death or some other calamity like the disabling of a spouse. She either has not held a job for a long time or has never worked outside the home." In response to

the data generated from experts, like Sommers, this publication will use the feminine pronouns throughout the text.

Whatever the particular cause of the displacement, such homemakers commonly have three major obstacles to self-sufficiency and productive membership in society: low confidence in themselves; no idea how to get a job; and no marketable skills. The group of displaced homemakers certainly appears sizeable enough to require formal programs. Since many of the group have no up-to-date skills, training needs to be provided for them in the educational system, particularly in those schools where equipment and instructors already exist.

Some services may be needed as stepping-stones for these potential trainees to become reacclimated to school and student status. Their impressions, if any, about career projections and requirements are likely to be out of date; they may require more supportive services than other students, and financial needs may be more pressing.

It is crucial that the training offered be in vocational areas where there is a demonstrated need in the community. Most displaced homemakers need to work as soon as possible yet have little idea of what the local job market is like. What kinds of jobs <u>are</u> out there? What skills are required to do the jobs? These women especially lack understanding of their own abilities and interests.

Displaced homemakers are likely to come to a school setting not knowing what is available there nor what courses they want to take. More than average time may be needed to discuss career opportunities and requirements. Most especially the older women may fear failure in any field other than home-related occupations. Work that is non-traditional for women, such as car

repair, carpentry and plumbing, may never be considered by them unless such jobs are first explored with the guidance counselors. Conversely, the few male displaced homemakers may not feel free to seek occupations traditionally held by women.

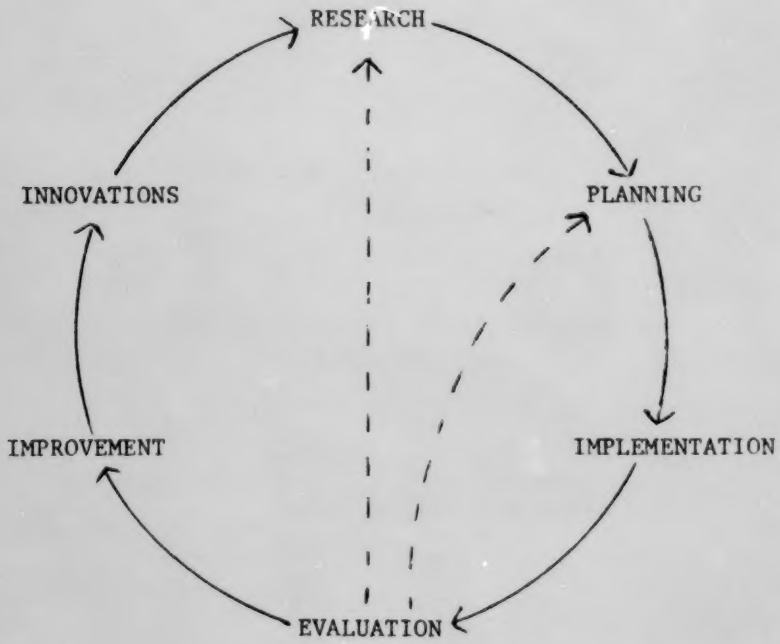
Special counseling over and above career guidance may be needed in several important areas. In addition to decisions regarding a career, many decisions suddenly have to be made in other areas of the displaced homemaker's life. Almost all displaced homemakers are faced with a severe financial readjustment. Many such students may need to work in order to afford school.

Some women are more desperate than others; however, almost all can benefit from a program planned to assist in self-confidence building, job re-entry know-how and special skill training. To maximize services to displaced homemakers, planners will need to investigate many sources for support and input.

Before goals and objectives can be set, a needs assessment must be done. This information will become valuable as an integral part of evaluation.

II. NEEDS ASSESSMENT

Needs assessment is step one in action program planning. As soon as it is determined that special needs of a target population exist, the information is put to use in the following manner:



The main purpose of a needs assessment is to determine the desired goals. Planners need to find the target population, their numbers and characteristics, and their concerns. Such data collections helps measure the

state of affairs prior to the intended program and helps to take the guesswork out of any measure of change brought about by the project. In addition to determining whether a need exists for any particular service, the assessment determines whether other agencies might already be responding to the need, in part or in whole.

The needs assessment should result in a precise, objective, measurable statement of objectives in terms of program goals and design. This research component includes the needs assessment, statement of the problem, formulation of goals and objectives, and outlining potential alternative strategies for change.

An assessment of needs begins with gathering information to determine certain factors about the target population, in this case, displaced homemakers, that may prove useful in program planning, implementation, and evaluation. Useful data might include numbers, locations, general characteristics (such as age, children, financial status, etc.), and specific needs. At the same time, information should be collected about relevant existing services, such as training services, support services and job availability information services.

There is more than one component to a needs assessment. The method to generate estimates may depend on the scope of the planned project, available staff, and financial or time resources. To determine (1) whether a need exists for a particular service, and (2) whether other agencies are already attempting to respond to that need, the necessary components of the assessment might be approached in any of the following ways.

. Census Data. County, state, and federal statistics

reporting demographic information are available from government agencies and libraries. Information for a particular area may be found through chambers of commerce, boards of county commissioners, state census reports, and state agencies such as the Departments of Labor and Industry, Community Affairs, Public Welfare, Revenue and State; the Bureau of Employment Security, the Commission for Women, and the Human Relations Commission. The results of a survey conducted by the Women's Bureau of the U. S. Department of Labor in 1976 can be used. For example, based on the Survey of Income and Education, the Women's Bureau Survey estimates that there were 64,000 women in the Philadelphia Standard Metropolitan Statistical Area (SMSA) in 1976 who were eligible for Title IIB and were also displaced homemakers. Based on a particular portion of the total SMSA population, an estimate of the 1976 count of displaced homemakers in a particular sub area can be derived. See Appendix A.

. Service Utilization Statistics. Reports of existing social services and rehabilitation agencies often contain demographic data in their areas as well as the services provided and utilization data. For example, the local YWCA may have useful data generated from members from calls about possible jobs, or the local Women in Crises shelter may have more relevant estimates of ages and ethnic groups involved in the displaced homemakers they assist.

. Special Community Surveys. Special surveys to collect data in a particular area can be conducted in person, by mail, or by telephone. If funds permit, the survey can be contracted with research firms. Those surveyed should be selected at random from representative residents or from potential users of the service. An example of a survey questionnaire is included in Appendix B.

. Social Service Providers' Expressions of Need. Although this kind of data has the weakness of being impressionistic and possibly biased, it may be useful in revealing indicators of factors not otherwise obvious or measurable. Professionals in the social service agencies may have relevant data or informed opinions on local strengths, weaknesses, and needs.

. Library Research. Such research can reveal special reports, books, and articles in newspapers or periodicals which cite or assess special needs of the particular target population and may offer insights on special areas of concentration for problem-solving as well as reports of success or failure of approaches already tried.

Needs assessments which include most or all of the above can be objectively analyzed and therefore can increase effectiveness, utilization and acceptance of the planned program. If computer service is available, the data should be organized for computer analysis.

Survey data from the displaced homemakers themselves should include at least the following types of information:

- Financial status (total family income)
- Educational attainment (highest grade completed, how many years ago?)
- Special skills or training based on the experience of the homemaker
- Number of dependents and their ages
- Residence location (urban, suburban, rural)
- Transportation status (driver's license, availability of car, access to public transportation)
- Native language and English usage (heritage)
- Marital status (separated, widowed, divorced, married with dependent spouse)
- Age
- Job status (employed, part-time, full-time, under-employed)
- Job experience (title, duties, age at time)
- Other life experience (volunteer, special talents, awards, etc.)
- Provider's support lost when (date)
- Counseling expectations (reason for seeking help)

Programmatic needs differ in geographic areas. A local assessment should reveal problems specific to the local area. For instance, a large number of the displaced homemakers may be older or poorer than the average in the state. Or members of a minority group may prevail. Needs common to a large urban population differ from those in sparse rural areas.

Following is an overview of each of the special populations which may be found among the displaced homemakers to be served.

THE OLDER

Subject to a number of types of discrimination, whether it be overt or hidden, older women need several types of programming to help them become gainfully employed.

Bartlett and Oldham in The Vocational Guidance Quarterly, (Dec. 1978), suggest several special approaches to the older client and state that particular attention must be given to the vocational adjustments of the older woman. The causes of the high incidence of unemployment for these older people lie largely in the attitude, fears, and prejudices of the employers. However, another significant factor is the older woman's anxiety at the prospect of entering a training program which implies that her own skills are obsolete, unmarketable or useless. Clearly, these women need a better understanding of their particular assets and liabilities. Psychological and vocational counseling should serve as a rich source of intervention for older women seeking work.

Vocational counseling needs to take into account any special problems, such as physical handicaps, lack of specialized experience in an increasingly specialized job market, lack of insight into the displaced homemaker's limitations and capabilities, disuse or lack of skills, low morale and misinformed public opinion. As older displaced homemakers are generally unaware of the steps required to undertake a change of roles, the counseling service can help the older person in several ways.

They can:

- Affirm the positive values that maturity brings.
- Recognize the relevance of an older person's life experience.
- Help motivate the older person to examine areas not before considered.
- Support the older person's right to non-discrimination on the basis of age.
- Help older persons to deal with negative factors; i.e., any disabilities, slowness.
- Help older persons strengthen confidence in positive factors.

THE RURAL

Rural displaced homemakers have all the economic problems of rural America, but the problems are intensified because they are women. According to a Working Paper prepared for "Strategies for Rural America", (ERIC ED 170-079, Dec. 77) in rural America 34 million culturally and economically diverse women share the common problem of unfair treatment based on sex. The paper reports a formidable gap between the expectations rural women have begun to have and the legal, social and economic policies that continue to discriminate against them. A study in Woman Today (1977) reported that increasing numbers of rural women work outside their homes, but the range of available occupations is severely limited. Woman in all communities, the report stated, expressed a need for counselors and employers to recognize

their skills, analyze available employment opportunity in terms of these skills, and develop new positions which utilize them.

Existing jobs now reserved for men but of interest to women, according to the study in Women Today, included milk inspectors, Occupational Safety Health Act investigators, and farm machinery and sales representatives. Although 25% of the agriculture majors in college are now women, jobs in veterinary medicine and dairy science are still male dominated.

Olivetti and Smith in The Vocational Guidance Quarterly (March 1979) reported that little attention has been given to the lack of vocational guidance available to rural women. This special population has a high incidence of poverty and social problems and receives less federal assistance than the rest of the nation.

Counseling and guidance service can help displaced homemakers in rural settings in several ways. They can:

- Help analyze the people's abilities in relation to job possibilities.
- Check local job opportunities for possible attitudes of sex discrimination among employers.
- Support participants' right to follow their aptitudes for job training regardless of traditional attitudes and support them through job placement.
- Teach participants to deal with their negative factors, including discrimination based on sex, pointing out that such practices are illegal.

THE URBAN

Although displaced homemakers in rural or suburban settings may sometimes suffer from disapproving community attitudes toward the divorced, urban displaced homemakers are likely to escape censure only to find that nobody cares at all! Isolation and loneliness are major factors which are destructive of feelings of worth and the ability to get out and get going.

The advantages of an urban setting, in addition to providing training for a wider range of job skills than those programs in rural areas, can help the displaced homemakers by giving attention to the special problems of this group. They can:

- Provide peer support to alleviate isolation and strengthen a sense of identity and independence.
- Provide education on the range of job opportunities.
- Identify the displaced homemakers' abilities and interests and encourage them to follow these abilities and interests in selecting training.

THE ETHNIC AND RACIAL MINORITIES

Although there has been increasing concern and action on behalf of minorities, the minority persons among displaced homemakers still suffer disproportionately from poverty and prejudice. As Joseph Califano said when he was Secretary of Health, Education and Welfare (Sept. 1979) poverty not only persists in the United States but is itself unfairly distributed; it particularly affects women, children, the old and minorities.

The effects of long standing stereotypes and prejudice still inhibit career development among minority persons. Displaced homemakers who belong to minority groups have generally been on the edge of survival and have not had the knowledge or resources to break out of economic bondage.

With consideration of their special problems, services to minority persons can help. They can:

- Affirm the abilities and interests of participants, without regard to their former status.
- Educate them to job possibilities beyond the traditional.
- Determine what special services, such as child-care, might be provided by social service agencies during training.
- Support their aspirations to jobs in areas of their abilities and interests, in full knowledge of the legal protection now provided against discrimination.

THE POOR

The poor among displaced homemakers are cut out of a great many opportunities for career development, according to Miles in The Vocational Guidance Quarterly (June 1977). The opportunity for career development for women in middle years, Miles reports, is virtually limited to those with greater income. Career development "seems to have a middle class flavor," he writes.

The poor are left out of such development because of a number of conditions:

1. They have been relegated to low-paying, low-status occupations because of long-standing stereotypes and prejudices.
2. Poor women have not had educational opportunities to allow them to pursue careers of their choice.
3. Because of lack of funds the poor may be unable to take advantage of opportunities that do become available.
4. Lack of information on career possibilities is common among the poor.
5. Lack of self-confidence characteristic of displaced homemakers is intensified in those who are also poor.

A report, "Women Still in Poverty" by the U. S. Commission on Civil Rights (August 1979), states that poor women suffer disproportionately from three forces: abuses in welfare, discrimination in job opportunities and wages, and lack of child-care facilities.

Counseling and guidance services to displaced homemakers who are poor can help in several ways. They can:

- Educate them to be aware of a larger range of job possibilities than those to which they have been confined.
- Structure classes to accommodate largely part-time students.
- Encourage and make it possible for them to learn specific skills in preparation for a job. Short-term training leading quickly to a job can provide not only income but the confidence they have lacked.
- Develop their communication and decision-making skills through training in interpersonal relationships, sometimes referred to as assertiveness training.
- Help them determine their abilities and interests and pursue training for jobs in the areas of those abilities and interests.

THE RICH

Although there is very little sympathy for displaced homemakers who have been rich, this special population has unique obstacles on the path to independence. Generally, wealthy or upper class women have depended upon the status and role of a husband for their sense of self. With the loss of the spouse, these women are faced not only with the loss of income but also with the loss of their only identity. Many formerly affluent

women have been impoverished by divorce, the New York Times reported Feb. 10, 1978, in an article on the Baltimore Center for Displaced Homemakers.

Impoverished, stripped of identity, desperate for work, formerly wealthy displaced homemakers are likely to be frightened. Many have had experience in community activities, but they are unlikely to recognize that their volunteer work has demonstrated their competence and efficiency.

These women may be unaware of the steps required to make a change of roles. Services can help them. They can:

- Affirm their abilities and interests.
- Encourage training in areas of those abilities and interests.
- Recognize their fears and steer them into peer support systems to help them deal with their new situation.
- Offer vocational guidance into areas of their abilities.

EXISTING COMMUNITY SERVICES

If services to displaced homemakers are to be effective, planners need to learn what services already exist in the community. Useful areas to explore are the characteristics of the community and the resources available to augment a particular program. Data would include information from other educational institutions, businesses, social service agencies, women's organizations and government agencies.

Consideration of the following factors can enhance any program:

1. What employment opportunities are available in the area? Are there local business establishments, manufacturing companies, service agencies, etc., to which displaced homemakers can be referred?
2. Are there other educational institutions located within reasonable proximity of your institution? Consider them as possible sources for training programs, information, and instructional aid to supplement the planned program.
3. What human service agencies already exist? Are they coordinated and/or linked?
4. What is the best method of extending limited resources? What organizations or institutions in the community are sources for such help?
5. Is the community serviced by wide-area public transportation?
6. Are territorial issues involved? How do the agencies, educational institutions and businesses in the geographic area cooperate? Are the channels of cooperation formal or informal?

After those questions have been considered and data from inquiry summarized, the next step is to determine what relevant resources exist within each agency, business, or educational institution. Three distinct questionnaires need to be designed to learn:

<u>From social service and government agencies</u>:

. What services they offer

- What their client eligibility requirements are
- Whether their programs are relevant to displaced homemakers

Many important counseling needs can be met by existing social service and government agencies. The information gathered in the questionnaire should be summarized and made available to displaced homemakers through the counseling office.

From businesses:

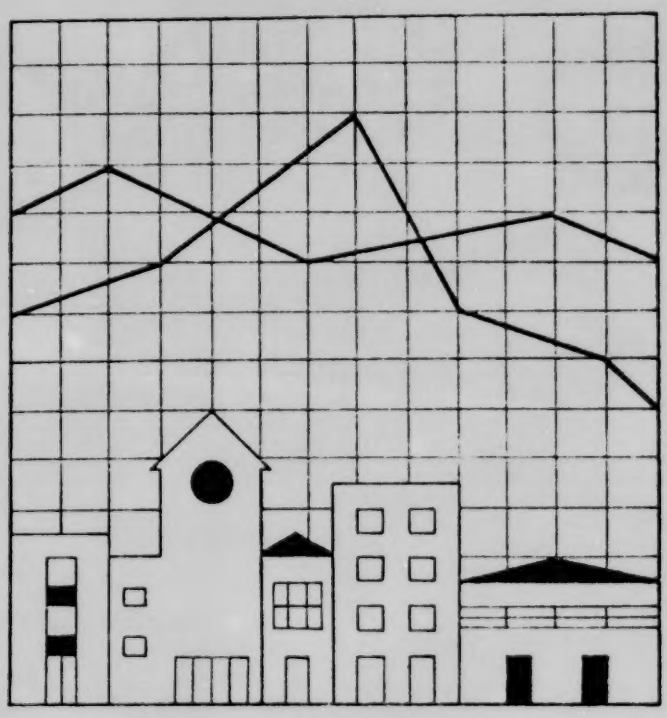
- Five-year projections of the skill needs
- Apprenticeships
- Paid or non-paid internships
- Job training opportunities
- Application procedures
- Possibilities of tours of office or plant
- The annual report, a source of information on size, finances, location, product

A suggested format for questionnaires is in Appendix C.

From other educational institutions:

- Continuing education programs in post-secondary institutions
- Adult programs offered in high school and vo-tech schools
- Programs offered in the local community college
- Adult student enrollment figures for each
- Existing placement services

With this information, planners are ready to assess data. Results from questionnaires and a compilation of community resources and services should reveal an accurate profile of (1) potential agencies for a referral network, (2) prospective local industry skill needs and internship possibilities, and (3) existing vocational and job training programs. Deficits in available services should become clear, and a logical match among such deficits, expressed needs and local resources can be generated.



III. SURVEY OF DISPLACED HOMEMAKER PROGRAMS IN PENNSYLVANIA 1979-1980

To find out what programs there might be serving displaced homemakers in Pennsylvania, questionnaires were sent out to more than 170 institutions and agencies through the Capitol Campus of The Pennsylvania State University (See questionnaire in Appendix D). Surveyed were 31 CETA prime sponsors, 84 vocational education institutions, 17 community colleges, The Pennsylvania State University's 24 Continuing Education programs, and a few other programs which were community based. The survey sought to determine 1) what programs and services to displaced homemakers existed and 2) what the providers of these programs considered to be the needs of that particular population.

Of the 175 questionnaires sent out, data is available from 146 for a response rate of 83%. Only 20 of the 146 respondents had any programs designed to serve the displaced homemaker population.

Nineteen of the twenty programs served approximately 2,500 displaced homemakers. The other program served other special populations, not exclusively the displaced homemakers, and its 1,000 participants included 13% males. Three or four men were also listed among the 2,500 women in the other 19 programs. Although men were not excluded, they were clearly the

exception in these programs which were populated overwhelmingly by women.

Respondents checked a list of components to report what their programs contained. Components which generally contributed to strengthening personal coping skills predominated. Goal setting, decision making and peer support groups were features in 19 out of 20 programs. Counseling, including personal, career and educational services was offered by 18 programs. Assertiveness training and job search were each included in seventeen programs, although not the same 17 offered both.

Job placement was offered in 13 programs. Eleven offered information on the local labor market. Eleven provided some follow-up services. Special skill training was offered by five, financial aid by five, and transportation aid by four.

A list of the twenty programs and abbreviated summary of the survey results are included in Appendix E.

IV. PLANNING

Planning any program requires close cooperation from planners and evaluators as well. If the program is to be monitored and evaluated, both in progress and at the end of the program, then evaluators need to be an integral part of the planning process. With such close cooperation of administrators, planners and evaluators, program goals and objectives can be more easily written in measurable form.

Further, if evaluators are an integral part of the planning team, the political impact on the staff of "being evaluated" will be lessened. Monitoring, or formative evaluations which are processed internally, can clarify misdirected activities and help structure the final, or summative evaluation which is often conducted by external evaluators.

There is no substitute for an extra effort at the planning stage for any program. If administrators, planners and evaluators work as a team to construct budgets and program delivery systems, the success of the program then rests on participants and deliverers, with the participants alone "uncontrolled". Therefore, program success is more likely.

GOAL SETTING

The needs assessment should have defined displaced homemaker problems

that are unique to the community. It will also have provided information on existing programs and services available to local displaced homemakers.

With this information as a basis, goal statements can be formulated. A goal is an overall statement for the entire program. Objectives are specific statements and should be measurable. Goals should describe abilities and/or attitudes that will change as a result of the program. Objectives need to be stated clearly enough to provide a comparison with which to measure program success since most evaluations focus on the outcome of the objectives.

A goal statement might look like this:

> A program for displaced homemakers will be developed to increase participant self-confidence, job re-entry expertise, and marketable skills.

The program objectives might read:

1. At the conclusion of a _____ (week/month) course, _____ (number) displaced homemakers will demonstrate a pre/post gain of _____ per cent on a measure of self-confidence.
2. _____ per cent of them will evidence having learned job re-entry skills by serving in an internship or apprenticeship.
3. _____ per cent will have passed with a grade of C or better in _____ courses in the field of their choice.

Methods to reach these objectives will depend upon services already in existence in the school and the area and on resources available to implement a program. Methods of helping displaced homemakers achieve self-confidence and work re-entry skills are discussed further in Chapter V. The program of courses decided upon will depend on what is possible to offer

and the individual selections.

The resources identified by the needs assessment can play an important role in the precise nature of the displaced homemaker program implemented in a given area. A network of local agencies and institutions can help develop the best methods for reaching all of the stated program objectives.

NETWORKING

Whatever method of network approach is undertaken, no planner wants to go through the process of setting up a program and then find it is duplicating one already offered in the local area to be served. Linking with other education and support providers to share information on program needs is a way to avoid spending funds and effort in wasteful duplication. A local network pays off in several other ways. It allows sensible use of resources if cooperating institutions and agencies can arrange for each to provide the part of the service that is in its special area of expertise.

The needs assessment should provide information on all services and programs currently in place in the community. Planners need to contact those agencies which can help participants in the new program, to inform them of the new program and to invite them to become part of an informal network. If a language problem is found to exist, some of the resource contacts already established might assist. For example, an Hispanic Community Center might facilitate information flow.

Better than any one agency, a network can provide a listing of all the educational programs and workshops in the community, of all support services and of all businesses interested in hiring or training displaced homemakers.

Even the minimum communication of a telephone call can avert duplication of programs. Regular meetings of network participants can provide ongoing identification of needs and enhance the ability of the new program to meet them.

An information network for those interested in services to displaced homemakers in Pennsylvania was begun by the Job Advisory Service of Pittsburgh and the Pennsylvania Commission for Women. Currently, this information clearinghouse function has been taken over by the Potential Reentry Opportunities in Business and Education (PROBE), a Harrisburg-based project funded through HEA Title I and administered through The Pennsylvania State University's Capitol Campus. A factor common to all successful programs for displaced homemakers to date has been the sharing of program information through such networks. Appendix F lists current members of the Pennsylvania's Displaced Homemaker Network. Regional contacts for the National Displaced Homemaker Network are included in Appendix G.

EVALUATION

There are several levels of evaluation which should be considered in the planning process. First, plans need to be made for ongoing evaluation or formative evaluation, which is assigned to program personnel. Such evaluation would monitor the implementation steps in the program and advise changes which, for example, may occur from misperceived participant characteristics and/or needs.

A second level of evaluation is that of the summative statements and judgments made at the end of the program, usually one year in length, with

evaluation required as supportive statements for requested new funding. The most important information for the funder is the effect on the participants. Therefore, before-after measures on self-esteem and follow-up assessment of job placement are essential.

However, the program administrator needs some assessment of the program delivery system's components. A budgetary statement of cost per participant needs to be carefully assessed since other types of programs and their costs may not be valid comparisons.

FUNDING

Programs can be developed by local school districts, vocational-technical schools, community colleges and nearby branch campuses; such programs can combine their ongoing training curriculum with special preparation needed to help displaced homemakers attain gainful employment. There are funding sources for such programs: Appendix H lists these sources in addition to other funding and financial aid information.

The first major step to provide funding help for displaced homemakers to become self-sufficient was taken in 1977 when the Federal Government enacted the Displaced Homemakers Act, which targeted from $5 million to $9.5 million to Comprehensive Employment and Training (CETA) funds for services to displaced homemakers. A chart on Federal Displaced Homemaker Legislation appears in Appendix I.

Criteria are set forth in the Education Ammendments of 1976 (PL 94-482) sec. 120 (b) (1) (L), stating that grants to states under this subpart may be used in accordance with the five-year state plans and annual plans

pursuant to section 109, for the following purposes: (quoted in part)

"(L) vocational education for-

(i) persons who had solely been homemakers but now, because of dissolution of marriage, must seek employment;

(ii) persons who are single heads of household and who lack adequate job skills;

(iii) persons who are currently homemakers and part-time workers but who wish to secure a full-time job;..."

These federal monies are to fund model programs to provide training, job skills, information, counseling, and other support services of particular relevance to displaced homemakers.

It is important that organizations and agencies concerned with the availability of services for displaced homemakers understand the nature of the Comprehensive Employment and Training Act and the Vocational Education Act delivery systems. CETA programs are not part of state entities nor do they parallel the state vocational education structure or guidelines. These funds are for low income persons. The prime sponsors which administer them are geopolitical units at both state and local levels and may operate a number of programs, including those for displaced homemakers. Prime sponsors determine the eligibility of program participants. CETA funds for adult education are available, through prime sponsors such as county commissioners, for training in attitudinal skills, job placement, basic learning skills, and skill development.

Vocational education programs are generally administered by a State Board of Vocational Education. These programs provide educational oppor-

tunities and experiences for youth and adults to develop, improve, or upgrade their occupational skills. Each state assigns staff to provide assistance with these programs and services. In Pennsylvania the State Director for Displaced Homemakers can be contacted through:

Division of Two Year Programs
Pennsylvania Department of Education
P.O. Box 911
Harrisburg, PA 17126
(717) 787-7653

Despite their differences, both Vocational Education Act and CETA programs require that long-range and comprehensive annual plans be developed with the assistance of mandated constituencies and a variety of community organizations. Agencies and local groups interested in providing or participating in the development of programs for displaced homemakers can work through the state directors of Vocational Education or through prime sponsors.

There is a program under which funding may be granted to help with the personal and attitudinal skills displaced homemakers need to prepare themselves even for training leading to employment. Federal funds, Section 150 under subpart V of the (PL 94-482), may be used for programs on development of personal skills in time and resource management, nutrition and consumer education. Such program content would help the displaced homemaker make an easier adjustment to the new demands in the dual role of homemaker and wage earner. Monies for these programs are available to secondary schools which have an approved vocational home economics program, through the Bureau of Vocational Education, Pennsylvania Department of Education (PDE). The programs are not intended to prepare persons for employment

in home economics, but would be a supplemental component, designed to prepare the displaced homemaker to take on the training needed for employment.

Other programs available for those who wish to use them, according to the Bureau of Vocational Education, have to do with survival skill training and time and resource management. Diagnostic services, the first service needed by many displaced homemakers, lead to the development of Individual Education Plans for each participant. Funding for all of such programs is available not only to Area Vocational-Technical Schools (AVTS) but to comprehensive high schools as well.

PDE's Fact Sheet on Vocational Education Programs for Displaced Homemakers and Other Special Groups, 1980, states that funds have been set aside for institutions developing programs to meet the needs of displaced homemakers as a special group. The sheet states, in part: "Program proposals must address all of the following concerns in order to be eligible for funding:

(a) Organized educational programs necessary to prepare these special groups for employment, including the acquisition and maintenance and repair of instructional equipment.

(b) Special courses preparing these individuals in techniques for seeking employment; and

(c) Provision of placement service for graduates of these programs. "Eligibility recipients - non profit educational degree-granting institutions legally authorized to provide postsecondary education within the state for persons sixteen years of age or older, who have graduated from or left

elementary or secondary school."

"Fundable Programs - Postsecondary programs are defined in the Federal Regulations 104.314 as programs for: persons (1) who have completed or left high school; (2) who are enrolled in organized programs of study for which credit is given toward an associate or other degree; and (3) who are not enrolled in programs designed as baccalaureate or high degree programs.' This area covers organized vocational education programs directly related to the preparation of individuals for paid or unpaid employment. Funds are provided to support new and on-going curricula as specified in Section 106 (a) (4) and Section 120 (b) (1) (B) (C) (D) (J) (K) (L) of Public Law 94-482."

Public schools, especially their vocational-technical components, whether they be AVTS or comprehensive high schools, can offer their existing programs

in training for job skills to a new population - - the displaced homemaker - - and in adding the components to meet that population's special needs, offer their facilities and staffs to a largely unserved target group. General areas are suggested in these pages, with specific information on available funds in the 1980 Vocational Educational Guidelines for the Application of Federal Funds.

A Pennsylvania House Bill to provide one million dollars for pilot centers, sponsored by Allegheny County Representative Ronald Cowell and others, was referred to the House Judiciary Committee March 6, 1979. At this writing, early 1980, the bill is still in committee.

V. IMPLEMENTATION

The methods decided upon to reach the objectives outlined in planning become program implementation steps. For example, if the first relevant question is that of duplication of effort within the community, then the networking task, or information gathering, is of primary concern. From that networking effort, a community resource file is generated.

Research on other programs for displaced homemakers will have verified that counseling needs for these women are very different from those of the younger student. Therefore, plans for retraining the counselor(s) may be required.

Since this special population of persons is working to upgrade skills for jobs, then help in job placement and follow-up services may be mandated. Extra efforts to convince businesses and industry of the employability of displaced homemakers, who probably are older, may have to be added to existing placement and/or referral systems.

COMMUNITY RESOURCE FILE

The needs assessment and community or area network will provide information on educational and training programs and on local support services in existence in the community. This information will form the basis for an

up-to-date resource file. By using the file a participant can plan an educational program and locate all the services she may need.

Locate the file so that it is easily accessible to displaced homemakers, such as in a central library. Divide the contents of the file into educational institutions (including your own), businesses, government agencies, and support services. Within each category provide the information obtained about each service.

In the education area include career information such as job description and education needed for entry level. Also include all courses offered to meet these needs. Indexing by school and by career will facilitate use by the participants. Class times, entry requirements, and costs should be clearly indicated.

The business section can be arranged alphabetically by firm and include the data collected on apprenticeships, internships, on-the-job training, and job predictions. When possible, include the firm's annual report.

Information on government services can be obtained from the appropriate federal agency and made available to the displaced homemaker. Social Security, employment, public assistance, health, unemployment assistance, and bi-lingual education information will be of interest to displaced homemakers as well as notes about other relevant local services.

The social services are of immense importance to the displaced homemaker. The file system can be alphabetical by subject matter such as child care services, financial help, legal help, mental help, etc., or by agency. The former system is probably more helpful to the participant. The opportunity to find answers to problems outside the realm of "school" can free

the student to concentrate on educational concerns.

COUNSELING

The counseling needs of displaced homemakers are very different from those of a young student. Counselors and teachers who have been working primarily with youth and young adults in setting vocational goals may need new insights to work successfully with displaced homemakers. This special group of adults may say their primary goal is to acquire skills needed for employment, but other needs and problems do have to be addressed by the staff. It is important for the counselor to understand that displaced homemakers have undergone a stressful event, whether it be the death of a spouse or separation or divorce. These women may still be resolving

feelings of grief, disappointment and anger. More often than not they will come to the school with a fear of failure, fear of not being accepted by the younger students, lack of knowledge of the workworld, and lack of confidence in their ability to do a job. Without support in dealing with these problems, the chances are great that they will not remain in school. The support of a caring and understanding staff can be the foundation on which to build the self-confidence to gain self-knowledge and skills with which to do a job.

Primary to embarking on any course of study is knowledge of self and and of the workworld. Perhaps girlhood dreams of being a dancer or movie star are the sum total of a woman's career plans beyond that of wife and mother. Now she must make a very important decision. Her choice has to be based on practical concerns such as: what is she interested in doing, what jobs are available in her community, and what personal problems have to be solved in order to pursue her career plans.

The needs assessment should enable the counselor to give excellent advice on job availability and future job predictions for your area. With these limitations in mind, the first counseling step will be to help the participant determine her interests and abilities. She is likely to tell you that she has no ability outside of homemaking. Several interest tests are available that explore a wide range of interests and start the applicant thinking about specific jobs. Some of these tests are listed in Appendix J. A discussion of hobbies and volunteer jobs often points out many transferable skills and indicates possible career choices. The counselor must help her determine whether her objectives are clear, realistic and consistent with her personality, skills, need, and abilities; whether

she has settled on career goals free from sex-role stereotyping with a full range of occupation and salary possibilities; and whether she is considering occupations which would be an improvement over any past work experience. Self confidence starts with the realization that there may be a place for her in a job she will enjoy and in which she will do well. But, before she can make plans, personal problems have to be solved.

Depending on the location of the school, transportation may be a problem for the clients. Some women fear driving and parking in a downtown area. Others have to depend on public transportation. Car pooling may be the only solution. Displaced homemakers may be shy about signing a sheet posted in the hall for all students. Car pools developed through their own peer group are a good solution. This not only promotes support but also encourages a sense of responsibility and regular attendance.

There may be some younger women with pre-school children interested in the program. If funding and space allow, children should be considered. Sometimes teenage students can help. The needs assessment may have uncovered resources in the community such as day care centers that will cooperate in child care. The women may have to find family or neighbors to care for their children. Discussion of all possibilities will help her with this decision.

A flexible class schedule also may be necessary when offering programs for displaced homemakers. It can be a solution to child care, transportation, and work scheduling problems. The needs assessment will help determine what kinds of flexibility are required. Since death and divorce don't necessarily occur at the beginning of a semester, some arrangement to allow

displaced homemakers to start at various times in a term may be necessary. Time is usually of the essence and finances may not allow waiting 10 or 12 weeks for a new semester to begin.

Other personal problems may have to be solved by another source. The resource file should provide the information she needs to reach needed help.

Self-confidence is built step by step. A supportive environment and information on which to base decisions help the participant succeed in school. She is likely to be an excellent student, highly motivated and eager to explore new areas. She is also likely to have bad days when her life appears to be out of her control and new responsibilities weigh heavily on her shoulders. Understanding her unique needs is a must for all institutions planning a program for displaced homemakers. Such understanding is of fundamental importance to the counselor(s).

PEER SUPPORT SYSTEM

Some displaced homemakers may fear venturing into a new program. Many are still adjusting to a new life style, struggling to establish a new identity and may be doubting their ability to adapt to and cope with these changes. Peer support groups play a significant role in strengthening the interpersonal skills of displaced homemakers. With the discovery of a commonality in their experiences, they find pleasure in being with others in mutually supportive relationships and begin to develop new perceptions of themselves and their situations.

Displaced homemakers in support groups share some of their feelings of loneliness, pain, guilt and anger and learn they are not alone in these

feelings. Knowing that others experience similar situations and reactions can be a valuable aid to recovery. As each one begins to cope and regain a positive outlook on life, the other group members are encouraged and influenced in a positive way.

These contacts help displaced homemakers deal with the stress they feel as they are faced with a new life style, new time management demands, financial upheaval, single parent concerns, and their own unique problems. Knowing that others have shared these experiences and feelings will be helpful.

A peer support group can be an excellent method of solving personal problems or at least learning to cope with them. Provide the displaced

homemakers' group with a room of their own, if possible, and organizational guidance. Close supervision or group facilitation is not required. They will help each other deal with the outside concerns that prevent full attention on school. Participants can arrange special programs designed to address specific problems of the group. For instance, a lawyer or financial expert might be invited to talk about issues in their respective field. In this way, although little, if any, faculty or counselor time is used, specific problems that interfere with a displaced homemaker's attending or remaining in school are often solved.

The goal shared by counseling and the peer support group is increased self-esteem, confidence, and a positive outlook for the future. If this is accomplished, the displaced homemaker will be ready to face the challenges of the work world with anticipation rather than anxiety.

JOB REFERRAL

Job placement services are especially important to displaced homemakers. They find it difficult to secure employment through agencies for several reasons:

1. lack of self-confidence
2. agency preference for younger people
3. lack of recent experience
4. inability to pay any fee

Perhaps the school already provides job placement services. If it does not, the network can be of value. The needs assessment will have gathered data on local job needs. Ask businessess in your network to send

notices about job openings. Tell them the program will refer qualified students. Pass the information on to interested parties. The displaced homemaker will then have full responsibility to pursue the opportunity, if she wishes.

WORK STUDY OR COOPERATIVE PROGRAMS

Work study programs may be necessary for the displaced homemaker. Almost all the women are faced with a severe financial re-adjustment. They may not be able to obtain training without some sort of financial aid. Work study programs are one solution. Another is paid internships in local businesses. Both serve a dual purpose. Not only is the displaced homemaker earning money but she is also gaining valuable work experience. With

this experience comes an opportunity to view the work world from the inside - often for the first time. Not only are skills increased but insight into themselves and their abilities is gained as well. Badly needed self-confidence develops from work experience.

If work study or internships are not already a part of school programs, they can be developed. Needs assessments will have identified businesses offering this opportunity to students. To create more opportunities, a form such as in Appendix K can be sent to local businesses asking them to participate.

Another source of work experience and income is through part-time work. Although the work is not directly correlated to their studies, office or factory methods and time management are learned. Learning how to reorder their lives to new demands on their time is an important reentry skill for displaced homemakers.

An opportunity to attempt new and non-traditional work fields also exists in a work study or internship program. Female displaced homemakers can try jobs traditionally held by males. Not only will they learn whether they are interested in the field but also whether they can cope mentally and physically with the demands of the job.

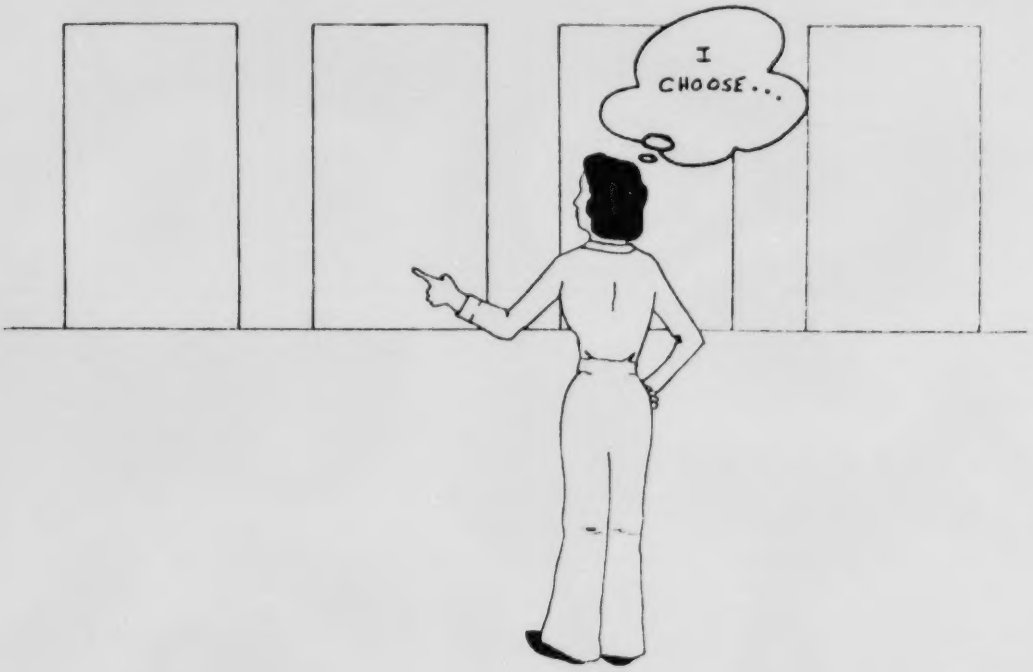
All of these approaches help to convince the employers that displaced homemakers are good people to hire.

SPECIAL INSTRUCTION

GOAL SETTING AND DECISION MAKING

There are many people who do not consciously set goals for themselves.

This is especially typical of the displaced homemaker, who had expected the future to be a continuation of the past, the roles of homemaker, spouse, and parent assured. Since the ability to set a goal and work to achieve it is essential in preparing for employment, goal setting skills must be developed. Goal setting leads to decision making, another area in which the displaced homemaker is likely to feel inadequate. Before reaching a state of independence, she must develop basic skills in both areas.



Goal setting and decision making don't have to be taught in a formal setting. The peer support group is an ideal place to approach these subjects. Several books are listed in Appendix I which can be read at home and discussed in the group. The purpose is to help readers explore new ideas and opportunities by taking one step at a time. Such materials teach the process of developing a system to deal with life's decisions.

Whether in a structured learning situation or at home, learning to cope with the changes taking place in their lives requires learning to set goals and make decisions.

ASSERTIVENESS

The widespread need for assertiveness training has grown out of the well-intentioned effort of many, especially women, to avoid conflict. When behavior is passive, pressures build up inside and take their toll in the form of physical ailments or emotional outbursts. Many persons need to learn the more constructive behavior of expressing feelings rationally at the time the feelings are occurring.

The goal of assertiveness training is respect for oneself and for others. To accomplish it, communications skills must be strengthened. If a counselor does not feel qualified to facilitate assertiveness training, another agency, such as the local Mental Health/Mental Retardation Center, might be asked to offer a workshop or course. Assertiveness training can be dealt with well in the peer support group through exercises and guest speakers.

RESUME WRITING AND INTERVIEWING

Job reentry skills are of paramount importance for anyone seeking employment. According to Bolles (1978), the hardest work you will ever have to do is the job of getting a job.

Job hunting skills are especially important for displaced homemakers because of the large gap since last employment experience. Whether taught in the classroom or suggested as a subject that the peer support group

should tackle, displaced homemakers should be acquainted with resume writing and interviewing skills.

People returning to work after a long absence should write a functional resume. This resume describes skills instead of chronologically listing work experience. The counselor's discussion with the woman about volunteer experience and hobbies will have identified skills which are transferable to a work situation and can be placed on a resume. Under a general title of "Areas of Experience" both paid and non-paid skills can be listed in general categories. No one who has been a homemaker for many years is totally without skills. For example, many women have taken offices in a local club or organized programs for their church. They have developed managerial and organizational skills as well as shown that they can accept responsibility. Many also have worked with their husbands in family businesses and gained skills there.

A resume writing class would not be complete without the rule that, whatever its format, a resume should be typed error-free on paper of good quality.

To many, the most frightening step in the job search is the interview. It is especially frightening to displaced homemakers because of their low self-esteem and lack of confidence in any ability to do a job outside the home. The peer support group can provide a secure environment in which to practice interview skills. Guidance in setting up this type of practice program for themselves may be needed by the group.

Since the referral network is likely to include several local businesses, business leaders can be approached to help with this important part of

successful reentry into the work world. Ask them to advise the peer support group in resume and interviewing skills. Perhaps a personnel director will speak to the group. A tour of an office or factory will also help allay the uneasiness about what the work place is really like.

PUBLIC RELATIONS

Since the target population is more scattered than organized and unlikely to be in touch with the schools which would normally spread the word of a new program, a wider effort may be needed to reach the displaced homemakers who should participate.

Public relations directed to the general public is necessary to establish descriptors of the target population. "Displaced homemaker" is not yet a household word, and any education your public relations program provides in defining the term will indirectly help the program reach the people for whom it is intended.

Public relations directed to special populations is the second phase. The normal channels of communication used by an AVTS or Community Colleges are probably not sufficient, but they need not be abandoned. Augment them with concurrent programs directed to the general public and specific targets.

REACHING THE GENERAL PUBLIC

There are numerous proven ways to get a message to the public. The first important consideration is to decide what message is to be sent to what audience. Some of the ways to send it are:

. Radio and television

Broadcasting has a number of possibilities, most of them requiring

a knowledge of the territory, an organized approach, and initiative, but usually no money. Among the radio and television possibilities are the required public service broadcasts. Stations have scheduled times and formats for announcements of community programs. To be mentioned, usually all that is required is to know what the stations call those announcement times, when they are scheduled, and what form they require for inclusion. When information is compiled on such opportunities, the school must organize the information which it has determined should be broadcast, and submit it with complete and accurate details in the style the station uses. It is almost never a mistake to put the information in writing, even if the station says to call in. You want information broadcast, but no information at all is better than the wrong information. Putting it in writing minimizes the possibilities for mistakes and distortions.

Another valuable possibility in the broadcasting field is the interview or public service talk show. After finding out what the scheduled shows are, approach the station with an offer to discuss an interesting and important innovation in community service. It is the new aspects that will appeal to the interviewer or talk show host. Displaced homemaker is likely to be a new enough term to intrigue the broadcasters who are hungry for interesting interview material. An articulate staff member, thoroughly briefed on the program, might be suggested for an interview, or, if the station prefers the head of the school or the head of the program, agree willingly and be sure whoever you send is armed with the right information.

. Newspapers

Large daily papers and suburban or rural weekly newspapers call for different approaches.

Daily papers are usually receptive to new services, particularly to women, in their lifestyle or women's sections. The paper should be informed, preferably in writing, of the community need you intend to fill and anything about the program which is innovative or in tune with current interest. A personal call, along with the written information, may increase your chances to be interviewed or even featured with a set of photographs. Interesting facets likely to intrigue editors are those of training women in occupations traditionally considered for men only; the reaching out of public educational institutions to adults who have been out of school for some time; the involvement of public education with actual needs in the community. The programs you offer are likely to meet the criteria of being specific, understandable, and news picture material.

If efforts to have a reporter develop a feature fail, don't give up on your major daily paper. Send in the information on your program to sections of the paper which regularly list community events. Each paper has its own special list titles and styles. Check out the paper for these and write yours to match the style of the other announcements. If there is more than one announcement department, try them all. Some may appear on the pages aimed at women. Some may regularly appear on the comic pages, some on general news pages.

The way to get exactly what you want said in exactly the way you want it said is, of course, to buy advertising space. Although it may be expensive, a display ad can be very effective. Classified ads are valuable in that they are read by people who are looking for something. Although less likely to attract the general reader, they do have the advantage of being where a searcher of job or training is likely to be looking.

Weekly newspapers are likely to respond readily to your publicity needs. Weekly papers which are sold and those which are given away are both constantly in need of worthwhile stories on things of interest to their communities. In most weeklies there is no competition from national or international events. Most weeklies print almost every newsworthy item they can get. There are businesses which send ready-to-print materials to weeklies all over the country, pushing special points of view. A large percentage of this material gets printed and distributed because it comes to the editor's desk ready to be printed, and in sizes to fit any hole the editor might have when putting the paper "to bed". There is no reason why your program should not fill holes in the weekly with news of a program

which serves the paper's community. The rules are simple but important:

1. Give all the information on your program, who it's for, what it is, when it starts, where it will take place, how it's to be done, and why.
2. Type the information. Include your name, how you can be reached for verification of facts or for further information. Without such identification the story will land in the wastebasket instead of in print.

Whatever their quality, the giveaway shoppers' guides are read and should not be ignored. Follow the same rules as above, and also check their style for announcements of community events and activities and for free or low-cost classified ads.

. Community Facilities

Flyers or brochures on a program can be distributed to public offices. A courteous explanation of the reasons for the program is all that is usually needed to get counter space in a borough, township, or city office; in police stations, churches, schools; in community agencies such as YWCA's or women's centers; in the offices of doctors, dentists and general practice lawyers.

Many community groups are willing to have speakers on community programs at their meetings. A check of newspaper announcement columns would reveal likely groups, but a better source would be the network contacts, the school advisory board and the public governing board, groups which are likely to consist of persons with useful contacts in volunteer community service.

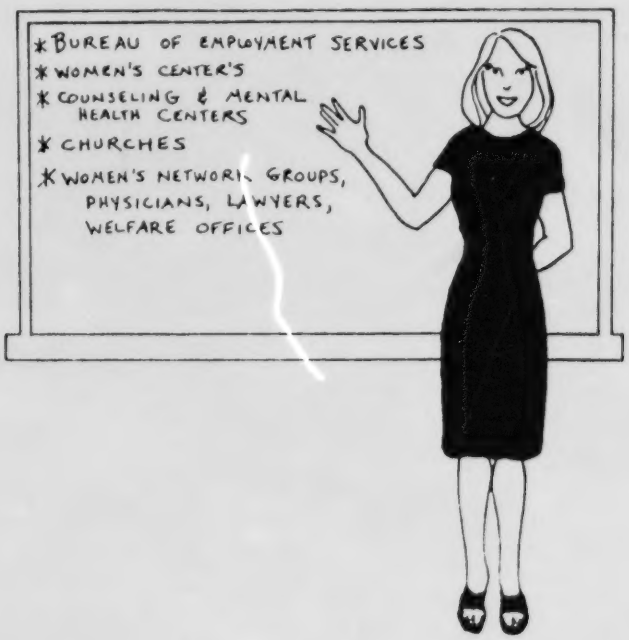
Look for places the displaced homemaker might go for help.

. Bureau of Employment Services

These offices throughout the state, with counseling and information, are likely places of first resort for a newly displaced homemaker. The Bureau has indicated its office would welcome materials on programs you might develop.

. Women's Centers

In many areas the telephone books list a guide to human services. A check of such a listing would reveal sources helpful to the target population. Most centers are located in YWCA's or Jewish Community Centers. Put information in these centers.


* BUREAU OF EMPLOYMENT SERVICES
* WOMEN'S CENTER'S
* COUNSELING & MENTAL HEALTH CENTERS
* CHURCHES
* WOMEN'S NETWORK GROUPS, PHYSICIANS, LAWYERS, WELFARE OFFICES

. Counseling and Mental Health Centers

This includes Mental Health/Mental Retardation Centers, and other

agencies related to United Way, united community funds or church-affiliated social service agencies. Offer such agencies information on your program.

. Churches

Many people go directly to the minister or rabbi when trouble hits. Although most clergymen refer people to agencies which provide the appropriate services, many try to handle the problems themselves. Either way, the clergymen should be informed of your program and provided with flyers, brochures or some other form of information in writing.

. Women's network groups, physicians, lawyers, welfare offices

At these places printed information might reach displaced homemakers. Help in publicizing might be forthcoming from groups like the American Association of University Women, Junior League, Business and Professional Women, League of Women Votors, local women's clubs and service clubs. They might include your program in their regular publicity or offer to speak about it to other groups.

VII. EVALUATION

Evaluation has already been emphasized as an integral part of the planning process. Evaluations require reliable and valid information about the operation of programs by funders and administrators so that it can be decided whether a program meets its goals.

> *"The rationality of being able to estimate the benefits of expenditures of money, time and manpower is virtually incontestable, and the utility of knowing whether existing and innovative programs work clearly is desirable" (Sheldon, p. 169).*

The function of evaluation is to collect, store, analyze and disseminate data to meet these needs. A more objective evaluation comes from persons outside an organization. However, administrators and network members can help in developing evaluation components for on-going, formative evaluations.

SUBJECTIVE INFORMATION

Program participants can express how they feel about the program, can make suggestions about program change, and can reveal support activities and links that are important to them. Some comparison data can be helpful in evaluating this part of your program.

Faculty, program coordinators, counselors, and others involved can also be asked to subjectively evaluate the program. Often support needs or the necessity of special preparation for different courses of study are best

determined by those working directly with the displaced homemaker.

MORE OBJECTIVE INFORMATION

Evaluation is concerned with finding out how well the program met its objectives. Measurable data that can be obtained includes:

- client characteristics
- number completing the program
- number obtaining jobs in their desired field
- salaries after program completion

Questions that these data answer about the program include:

- Did the program serve its intended population?
- What was the per person cost of the program?
- What was the impact on the client and the community in the area of employment?

Specific questions to be answered are:

- What impact has the program had on the displaced homemaker unemployment in the area?
- Are graduates hired in the field for which they prepared?
- How do participants obtain work?

  _____ school placement office

  _____ employment agency

  _____ direct application

  _____ other

- How many participants take part in a work/study program _____

internship _____ on-the-job training _____?

It is important that those who drop out of the program are measured as well as those who remain. Those who drop out early can be used as a control group with which to compare those who finish the program. In addition people who inquire about a program but never enter the program, can be contacted for follow-up comparison data.

Employers can also be queried on the job entry skills evidenced by the program graduates.

- Did participants correctly and neatly complete a resume?
- Was the interview handled competently?
- What suggestions do employers have for program alteration?

Growth in self-confidence is more difficult to measure than job reentry and occupational skills. A pre/post test can be administered prior to course entry and again at the conclusion of the program (see Appendix M). This measure helps demonstrate how successful participants feel they have been in learning to cope with new responsibilities. The post test evaluation might also include a check list of program components which would be rated on a "used" and "helpful" scale. A correlation between high use of various components and growth in self-confidence might indicate which portion of the program participants felt to be most useful. Clearly, increased self-confidence cannot be attributed to the program alone but such an increase can be contrasted with pre/post changes of the "control" group. Thus attribution to your particular program can be better supported. Other assessments by participants can be sought on particulars of the program (See Appendix M).

OUTCOMES

The objectives, stated in measurable terms now need to be checked. From the example on page 30 determine what percent have gained in self-confidence, served in some kind of work/study program and received grades of C or better.

Determine the cost per participant and number of successful participants, compared to non-job-placed, to drop-outs, and to never-entered-the-program figures.

The results of the data collection have to be analyzed and disseminated to interested parties such as funding agencies, program heads and employers. If the various evaluations show that the written objectives have not been met, program modification is necessary.

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D-16

WOMEN IN POPULATION, 16 YEARS OF AGE AND OLDER, MARCH 1976,
BY CETA TITLE IIB ELIGIBILITY, DISPLACED HOMEMAKER STATUS, AGE, AND RACE-ETHNICITY-Continued

PHILADELPHIA, PA. SMSA

RACE-ETHNICITY, AGE	NUMBERS IN THOUSANDS				PERCENT			
	TOTAL	ELIGIBLE	DISPLACED	ELIGIBLE DISPLACED	ELIGIBLE	DISPLACED	ELIGIBLE DISPLACED	ELIGIBLE DISPLACED
					AS % OF TOTAL			AS % OF ELIGIBLE
ALL RACES, ETHNIC GROUPS								
AGE IN YEARS								
TOTAL, 16 AND OVER	1,823	376	91	164	20.6	5.0	3.5	17.0
TOTAL, 22 AND OVER	1,518	307	91	64	20.3	6.0	4.2	20.8
22 TO 39	573	125	24	19	21.8	4.3	3.4	15.5
40 AND OVER	945	183	67	44	19.3	7.1	4.7	24.4
55 AND OVER	531	110	40	24	20.8	7.5	4.5	21.9
WHITE, NOT HISPANIC								
AGE IN YEARS								
TOTAL, 16 AND OVER	1,446	210	56	36	14.3	3.9	2.4	16.9
TOTAL, 22 AND OVER	1,223	171	56	36	14.0	4.6	2.9	20.8
40 AND OVER	783	113	41	24	14.4	5.3	3.1	21.3

SOURCE: WOMEN'S BUREAU, U.S. DEPARTMENT OF LABOR,
BASED ON THE SURVEY OF INCOME AND EDUCATION, BUREAU OF THE CENSUS, U. S. DEPARTMENT OF COMMERCE

COMMUNITY SURVEY

Name _____

Address _____

Phone _____

1. Marital Status
   a._____ Widowed
   b._____ Divorced
   c._____ Single
   d._____ Married, but separated
   e._____ Married

2. Age
   a. 35-39 _____
   b. 40-44 _____
   c. 45-49 _____
   d. 50-54 _____
   e. 55-59 _____
   f. 60-64 _____
   g. 65-69 _____
   h. 70-74 _____
   i. 75+ _____

3. Number of children living at home:
   a. under 6 years _____. Ages _____
   b. over 6 years and under 18 years. Ages _____

4. Provider's support lost when? (date)

5. Major source of income:
   a. myself _____ b. other _____

6. What sources of financial support are you receiving now? (list all sources - example, Social Security, child support, etc.)

7. Educational background
   a. less than 12 years _____
   b. high school graduate ____
   c. less than 2 years college ___
   d. bachelor's degree _____
   e. associate's degree ____
   f. other _____

8. Residence location
   a. urban _____ b. suburban _____ c. rural _____

9. Transportation status
   a. driver's license _____
   b. availability of car _____
   c. access to public transportation _____
   d. none _____

10. Native language and English usage ability
    a. English _____ b. other _____

11. Have you ever worked for pay before?
    a. yes _____ b. no _____

12. If yes, where, and doing what?

Job	Employer	Amount of time employed	Dates

13. Do you have volunteer experience?
    a. yes _____ b. no _____
    Doing what, and for whom?
    _____

14. Other relevant life experiences _____

15. Job status presently
    a. part-time _____ c. unemployed _____
    b. full-time _____ d. underemployed _____

16. What is your present paid occupation?
    _____

17. What jobs or training are you interested in learning more about?
    _____

18. What type of job would you like to get in the future? _____
    _____

19. Have you had any problems or difficulties in past education or training? If so, what? _____

20. What problems or difficulties do you anticipate in future education or training? _____

21. Do you forsee any problems in the following areas that may hinder your training or future education?
    a. child care _____ e. health _____
    b. transportation _____ f. length of education or training
    c. financial _____
    d. husband/family _____ g. other (list) _____

22. What are your short range goals?

23. What are your long range goals?

24. As of today, what qualities do you thank you may already have to offer an employer?

BUSINESS SURVEY FORM

1. Name of business _____

2. Address _____

3. Phone number _____

4. Type of business _____

5. Approximate number of employees _____

6. Approximate number of office workers _____

7. Approximate number of sales employees _____

8. Approximate number of trade and craft employees _____

9. The school relies on the community for expert advice and guidance. Do you understand the purpose and philosophy of the program? Would you or members of your staff be willing to serve on our advisory committee?

Name	Address	Phone Number

10. Would your business be willing to help provide work experience opportunities for the school student?

Yes _____ No _____

If yes, indicate the number of positions (full or part-time) you may have available.

A. Office _____
B. Sales _____
C. Technicians ____
D. Repairmen _____
E. Craftsmen _____
F. Other _____

11. Comments, Recommendations:

(from Franklin County Area Vocational-Technical School, Chambersburg)

APPENDIX D

THE PENNSYLVANIA STATE UNIVERSITY
THE CAPITOL CAMPUS
MIDDLETOWN, PENNSYLVANIA 17057

November 19, 1979

Dear _____:

The Capitol Campus of The Pennsylvania State University has received a research grant for the Pennsylvania Department of Education to explore existing programs and services for the displaced homemaker. We are interested not only in learning about such programs and services, but also in learning about your perceptions and assessments of the needs of this population of persons.

According to the 1977 federal law a displaced homemaker is defined as ...

"Sec. 3 For purposes of this Act

(1) The term displaced homemaker means an individual who:

(a) has worked in the home for a substantial number of years providing unpaid household services for family members;
(b) is not gainfully employed;
(c) has had, or would have, difficulty in securing employment; and
(d) has been dependent on the income of another family member but is no longer supported by such income, has been dependent on federal assistance but is no longer eligible for such assistance, or is supported as the parent of minor children by government assistance or spousal support but whose children are within two years of reaching their majority".

Your responses on the enclosed survey form will help clarify the perceived need for programs, will provide descriptions and assessments of existing programs, and will shape future plans to aid displaced homemakers in Pennsylvania.

Thank you for your time and assistance in this important effort. We have enclosed a stamped envelope for your convenience.

Sincerely,

Kay Towns
Associate Professor of Educational Psychology

KT:jf
Encl.

PROGRAM

1. Date the program/services began _____

   Date the program/service will end or ended _____

2. Program/services funded by _____

   Amount _____

3. Did your staff receive any special training before the program began? ___

   What percent of the staff was trained? _____

   Who gave the training?_____

   Describe the type of training given _____

4. From the following list please check all that are/were in your program.

   high school credit courses _____
   noncredit work _____
   continuing education credits _____
   college credit work _____
   provision for child care _____
   training in goal setting _____
   training in decision-making _____
   training in assertiveness _____
   training for job search skills_____
   counseling:
   - personal _____
   - career _____
   - educational _____

   job placement help _____
   peer support group _____
   local labor market information_____
   - financial aid _____
   - follow-up after training _____
   - aid in transportation _____
   - skill training in (please list) _____

5. How did you determine what elements were needed in your program?

6. What were the eligibility criteria for your program?

7. How many entered the program? _____
   How many completed the program? _____
   How many are now employed? _____

8. Description of program participants.

Ages	Number
25-34	_____
35-44	_____
45-54	_____
55-64	_____
65-	_____

Sex
Female _____
Male _____

Race
Black _____
Hispanic _____
Asian _____
Other _____

Cause of Displacement
Separated _____
Widowed _____
Divorced _____
Unemployed and supported by other for several years _____
Would have difficulty in securing employment _____
Supported but the children are within two years of majority _____

Children of Participants
Total number _____
Median number per person _____
Number under age of 6 _____
Number between 6 and 18 _____

9. Our participants were mostly: (check one)
   Urban _____
   Suburban _____
   Rural _____

10. In general our participants were: (check one)
    Poor _____
    Lower middle class _____
    Upper middle class _____
    Upper class _____

11. Our service area includes the following:
(Geographic area) _____

12. How did you locate people for your program?

13. How do you coordinate your job placement services and career information with local employers?

14. If you were re-doing the program, what would you eliminate? Why?

15. What do you think is the outstandingly good part of your program?

16. Did you do any evaluation of your program? Please describe the process and summarize the results.

17. What future plans do you have for programs/services with the displaced homemaker?

Please attach program narrative, examples of forms used, etc.

THANK YOU.

NO PROGRAM

If you have no program for displaced homemakers, please complete these items.

1. Have you any plans for such programs?

   What kind of program are you planning?

   Have you requested funding? from whom?

2. Have you tried to recruit displaced homemakers for any of your training courses or service programs? If yes, please assess what worked or didn't work in the recruitment process.

3. Do you have any estimate of the number of displaced homemakers in your area? If yes, how did you arrive at the estimate?

4. Do you have any courses or programs which would help the displaced homemaker become more employable? Please describe.

5. Do you have any courses or programs for which the displaced homemaker is not eligible because of scheduling, payment schedules, or other such reasons? Please describe in detail.

6. Check one choice only.
   My institution/agency is:

   _____Very interested
   _____Somewhat interested
   _____Not very interested
   _____Disinterested in providing courses, programs, or services to the displaced homemaker.

7. Check one choice only.
   I, personally, feel the problems of the displaced homemaker are:

   _____Very important for our institution
   _____Important for our institution
   _____Not important for our institution
   _____Not at all appropriate for our institution

SUMMARY OF SURVEY RETURN

Center for Displaced Homemakers
YWCA
Box 1284
Wilkes-Barre, 18701

Marianne Nelson, Director, Center for Displaced Homemakers

Program Dates:
Start: *8-15-79*
End:

Funding Source: *United Way and YWCA Budget*

Components of Program:

high school credit courses	
non-credit work	x
continuing education credits	
college credit work	
provision for child care	
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	
counseling:	
personal	x
career	
educational	
job placement help	
peer support group	x
local labor market	
financial aid	
follow-up after training	
aid in transportation	
skill training in (please list)	

Number Enrolled: *14*

SUMMARY OF SURVEY RETURN

Butler County Community College
College Drive
Oak Hills
Butler, 16001

Sue R. Bennitt, Coordinator, Displaced Homemaker Program

Program Dates:
Start: *9-78*
End: *6-80*

Funding Source: *Federal Vocational Education Funds and Butler County Community College*

Components of Program:

high school credit courses	
non-credit work	x
continuing education credits	
college credit work	
provision for child care	x
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	x
counseling:	
personal	x
career	x
educational	x
job placement help	x
peer support group	x
local labor market	x
financial aid	
follow-up after training	x
aid in transportation	x
skill training in (please list)	

Number Enrolled: *35*

SUMMARY OF SURVEY RETURN

Community College of Allegheny County, Center - North
Community Services Center
1130 Perry Highway
Pittsburgh, 15237

Mary Jane Salsbury, Coordinator/Counselor

Program Dates:
Start: *10-78*
End: *6-80*

Funding Source: *Vocational Education Grant, Pennsylvania Department of Education and Community College of Allegheny Count*

Components of Program:

high school credit courses	
non-credit work	x
continuing education credits	
college credit work	
provision for child care	
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	x
counseling:	
personal	x
career	x
educational	x
job placement help	x
peer support group	x
local labor market	x
financial aid	x
follow-up after training	x
aid in transportation	x
skill training in (please list)	*Resume Writing*

Number Enrolled: *140*

SUMMARY OF SURVEY RETURN

Reading Area Community College
10 South Second Street
Box 1706
Reading, 19603

Belinda C. Gutwein, Coordinator, Displaced Homemaker Center

Program Dates:
Start: *1-1-78*
End: *6-30-80*

Funding Source: *Vocational Education funds*

Components of Program:

high school credit courses	
non-credit work	x
continuing education credits	
college credit work	*optional*
provision for child care	x
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	x
counseling:	
personal	x
career	x
educational	x
job placement help	
peer support group	
local labor market	x
financial aid	x
follow-up after training	x
aid in transportation	
skill training in (please list)	*Resume Preparation* *Interview Training*

Number Enrolled: *144*

SUMMARY OF SURVEY RETURN

Lancaster-Lebanon Intermediate Unit 13
Box 5026
Lancaster, 17601

Sherry Royce, Director Adult Education

Program Dates:
Start: *1-75*
End: *6-79*

Funding Source: *ABE/CETA - PSE's/ABE-309 Research/Development Funds*

Components of Program:

high school credit courses	
non-credit work	x
continuing education credits	
college credit work	
provision for child care	x
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	x
counseling:	
personal	x
career	x
educational	x
job placement help	x
peer support group	x
local labor market	x
financial aid	x *(information only)*
follow-up after training	x
aid in transportation	
skill training in (please list)	

Number Enrolled: *1,000 total over the years*

Program for special populations which includes displaced homemakers.

SUMMARY OF SURVEY RETURN

Bucks County Community College
Newtown, 18940

Kathleen Torzalo, Coordinator, Stepping Stones

Program Dates:
Start: *10-79*
End: *6-80*

Funding Source: *Pennsylvania Department of Education*

Components of Program:

high school credit courses	
non-credit work	x
continuing education credits	
college credit work	
provision for child care	
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	x
counseling:	
personal	x
career	x
educational	x
job placement help	x
peer support group	x
local labor market	x
financial aid	x
follow-up after training	x
aid in transportation	
skill training in (please list)	*money management* *advocacy* *home and car maintenance* *investing*

Number Enrolled:

SUMMARY OF SURVEY RETURN

Job Advisory Service
Beatty Hall
Woodland Road
Pittsburgh, 15232

Kathryn McGregor, Executive Director

Program Dates:
Start: *7-1-78*
End: *6-30-79*

Funding Source: *Pennsylvania Department of Education*

Components of Program:

high school credit courses	
non-credit work	
continuing education credits	
college credit work	
provision for child care	
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	
counseling:	
personal	
career	x
educational	x
job placement help	
peer support group	x
local labor market	x
financial aid	
follow-up after training	
aid in transportation	
skill training in (please list)	

Number Enrolled: *125*

SUMMARY OF SURVEY RETURN

Community College of Allegheny, South Campus
1750 Clairton Road
West Mifflin, 15122

Margaret Hoffman, Assistant to Executive Dean

Program Dates:
Start: *10-77*
End:

Funding Source: *Pennsylvania Department of Education*

Components of Program:

high school credit courses	
non-credit work	
continuing education credits	
college credit work	x
provision for child care	
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	x
counseling:	
personal	x
career	x
educational	x
job placement help	x
peer support group	x
local labor market	x
financial aid	x
follow-up after training	x
aid in transportation	
skill training in (please list)	*Home care companion*

Number Enrolled: *24*

SUMMARY OF SURVEY RETURN

Delaware County Community College
Route 252 and Media Line Road
Media, 19063

Walter R. Omlor, Director of Continuing Education
Gwen Lawrence, Administrator Coordinator, Depart. of Continuing Education

Program Dates:
Start: *10-1-78 6-30-79*
End: *6-30-80*

Funding Source: *State and college funds*

Components of Program:

high school credit courses	
non-credit work	x
continuing education credits	x
college credit work	
provision for child care	
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	x
counseling:	
personal	x
career	x
educational	x
job placement help	x
peer support group	x
local labor market	
financial aid	
follow-up after training	
aid in transportation	
skill training in (please list)	*Develop consumer buying practices Using alternatives to buying, such as growing vegetables, making and recycling clothes.*

Number Enrolled: *300 in 78-79*
500 in 79-80

SUMMARY OF SURVEY RETURN

Women's Opportunity for Re-education and Counseling
64 South Beeson Blvd.
Uniontown, 15401

Letty Lincoln, Job Skills Coordinator

Program Dates:
Start: *10-2-78*
End: *9-30-79*

Funding Source: *Pennsylvania Department of Education, Division of Adult and Community Education and Participants*

Components of Program:

high school credit courses	
non-credit work	
continuing education credits	
college credit work	
provision for child care	x
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	x
counseling:	
personal	x
career	x
educational	x
job placement help	x
peer support group	x
local labor market	x
financial aid	
follow-up after training	
aid in transportation	x
skill training in (please list)	

Number Enrolled: *88*

87

SUMMARY OF SURVEY RETURN

Luzerne County Community College
Prospect Street and Middle Road
Nanticoke 18634

Byron Rinheimer
Jack Beccaris

Program Dates:
Start: *1978-79*
End: *6 month sessions*

Funding Source: *Vocational Education Funds*

Components of Program:

high school credit courses	*x*
non-credit work	
continuing education credits	
college credit work	
provision for child care	
training in goal setting	
training in decision-making	
training in assertiveness	
training for job search skills	
counseling:	
personal	
career	
educational	
job placement help	
peer support group	
local labor market	
financial aid	
follow-up after training	
aid in transportation	
skill training in (please list)	*Culinary Arts*
	Secretarial

Number Enrolled: *30-40 each six month session*

SUMMARY OF SURVEY RETURN

Westmoreland County Community College
College Station
Armbrust Road
Youngwood 15697

Ann McWhinney, Director

Program Dates:
Start: *2-79*
End: *continuing*

Funding Source: *Vocational Education Funds*

Components of Program:

high school credit courses	
non-credit work	x
continuing education credits	
college credit work	x
provision for child care	x
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	x
counseling:	
personal	x
career	x
educational	x
job placement help	x
peer support group	x
local labor market	x
financial aid	x
follow-up after training	x
aid in transportation	
skill training in (please list)	*Secretarial* *Data Processing* *Nursing*

Number Enrolled: *200*

SUMMARY OF SURVEY RETURN

The Williamsport Area Community College
1005 West Third Street
Williamsport 17701

Lawrence W. Emory, Jr., Director, Counseling and Career Development

Program Dates:

Start:	*3-78*	*Start: 12-79*
End:	*6-79*	*End: 6-80*

Funding Source:

Components of Program:

high school credit courses	
non-credit work	
continuing education credits	
college credit work	
provision for child care	
training in goal setting	*x*
training in decision-making	*x*
training in assertiveness	*x*
training for job search skills	*x*
counseling:	
personal	*x*
career	*x*
educational	*x*
job placement help	
peer support group	*x*
local labor market	*x*
financial aid	*x*
follow-up after training	
aid in transportation	
skill training in (please list)	

Number Enrolled: *40*

SUMMARY OF SURVEY RETURN

Council on Volunteers for Erie County
110 West 10th Street
Erie 16501

Mary Ellen Camp, Volunteer Coordinator

Program Dates:
Start: *3-79*
End: *continuing three-month sessions*

Funding Source: *Wayside Presbyterian Church*

Components of Program:

high school credit courses	
non-credit work	
continuing education credits	
college credit work	
provision for child care	
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	x
counseling:	
personal	x
career	x
educational	x
job placement help	
peer support group	x
local labor market	x
financial aid	
follow-up after training	
aid in transportation	
skill training in (please list)	

Number Enrolled: *17*

SUMMARY OF SURVEY RETURN

Return: A Displaced Homemaker Program
PROBE Office
101 Walnut Street
Harrisburg 17101

Dr. Kathryn Towns, Director

Program Dates:
Start: *1-1-79*
End: *6-30-79*

Funding Source: *Vocational Education Funds*

Components of Program:

high school credit courses	
non-credit work	
continuing education credits	
college credit work	
provision for child care	
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	x
counseling:	
personal	x
career	x
educational	x
job placement help	x
peer support group	
local labor market	x
financial aid	x
follow-up after training	
aid in transportation	
skill training in (please list)	*Resume Preparation* *Interview Skills*

Number Enrolled: *20*

SUMMARY OF SURVEY RETURN

Community College of Philadelphia
34 South 11th Street
Philadelphia 19107

Gola Tatum, Director, Displaced Homemaker Programs

Program Dates:
Start: *12-79*
End: *6-80*

Funding Source: *Vocational Education Grant*

Components of Program:

high school credit courses	*GED*
non-credit work	*x*
continuing education credits	*x*
college credit work	*x*
provision for child care	
training in goal setting	*x*
training in decision-making	*x*
training in assertiveness	*x*
training for job search skills	*x*
counseling:	
personal	*x*
career	*x*
educational	*x*
job placement help	*x*
peer support group	*x*
local labor market	*x*
financial aid	*x*
follow-up after training	*x*
aid in transportation	
skill training in (please list)	

Number Enrolled: *Not available*

SUMMARY OF SURVEY RETURN

Economic Opportunity Cabinet of Schuylkill County
Court House
Pottsville 17901

Dawn Kagarise, Executive Director

Program Dates:
Start: *8-79*
End: *6-80*

Funding Source: *Department of Community Affairs*

Components of Program:

high school credit courses	
non-credit work	
continuing education credits	
college credit work	
provision for child care	x
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	x
counseling:	
personal	x
career	x
educational	x
job placement help	
peer support group	x
local labor market	
financial aid	
follow-up after training	
aid in transportation	x
skill training in (please list)	~~Coordinated with CETA~~

Number Enrolled: *46*

SUMMARY OF SURVEY RETURN

Lutheran Settlement House of Philadelphia
1340 Frankfurt Avenue
Philadelphia 19125

Carol Goertzel, Director of Women's Programs

Program Dates:
Start: *9-76*
End: *Continuing*

Funding Source: *Department of Labor, private funds, local funds*

Components of Program:

high school credit courses	GED
non-credit work	
continuing education credits	x
college credit work	x
provision for child care	x
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	x
counseling:	
personal	x
career	x
educational	x
job placement help	x
peer support group	x
local labor market	
financial aid	
follow-up after training	x
aid in transportation	
skill training in (please list)	

Number Enrolled: *700 per year for 3 years*

SUMMARY OF SURVEY RETURN

Berks County Vo-Tech Schools, East and West
Box 602
R. D. #1
Leesport 19533

West - Robert Epler
East - Edward J. Zabinski

Program Dates:
Start: *Ongoing*
End:

Funding Source: *CETA*

Components of Program:

high school credit courses	x
non-credit work	
continuing education credits	
college credit work	
provision for child care	
training in goal setting	x
training in decision-making	x
training in assertiveness	x
training for job search skills	x
counseling:	
personal	x
career	x
educational	x
job placement help	x
peer support group	x
local labor market	x
financial aid	some
follow-up after training	x
aid in transportation	x
skill training in (please list)	*Nursing* *Housekeeping* *Machine shop*

Number Enrolled: *Not available*

STATE DISPLACED HOMEMAKERS NETWORK - 1980

Pennsylvania Commission for Women
512 Finance Building
Harrisburg, PA
(717) 787-8128
Helen Seager, Director

Pennsylvania N.O.W.
Homemakers Rights Section
c/o YWCA, Room 319
Fourth & Market Streets
Harrisburg, PA 17101

Potential Re-entry Opportunities in Business and Education (PROBE)
101 Walnut Street
Harrisburg, PA 17101
(717) 232-4768
Project Associate - Rie Gentzler
Project Director - Dr. Kathryn Towns

Community College of Allegheny County
808 Ridge Avenue
Pittsburgh, PA 15212
Alice Greller - Women's Center Director
(412) 237-2678

Alliance for Displaced Homemakers
Pennsylvania Branch
508 Edgewood Road
Pittsburgh, PA 15221

Central Pennsylvania Community Action
650 Leonard Street
Clearfield, PA 16830
Kay Selner, Contact person

Displaced Homemaker Center Planning Committee
Harrisburg Women's Center, Inc.
YWCA
Fourth and Market Streets
Harrisburg, PA 17101
(717) 233-7217 or 233-4004
Eleanor Grubb, Contact

American Jewish Congress National Women's Division
1523 Locust Street
Philadelphia, PA 19102
Sanford Weinrit, Fx cutive Director

Women's Resource Center
113 West Wayne Avenue
Wayne, PA 19087
Nancy Hopkins and Sharon Owens, Directors

WIT-WIT (CETA - Women in Transition)
4025 Chestnut Street
Philadelphia, PA 19102

Women's Network
107 East Oakland Avenue
Doylestown, PA
(215) 345-8766
Barbara Lysinski, Execucive Director

Women's Center of Montgomery County
1030 York Road
Abington, PA 19004
(215) 885-5020
Ruth Halpenn

Department of Community Affairs
Bureau of Human Resources
Commonwealth of Pennsylvania
2101 North Front Street
Harrisburg, PA
(717) 787-7347
Dennis Darling, Team Coordinator
Lisa Yaffe, Administrative Officer

Women's Opportunity to Retain Careers (WORC)
64 South Beeson Boulevard
Uniontown, PA 15401
(412) 438-2080 or 438-1470
Marilyn J. McDaniel, Project Director

Women's Career Development Center
for Displaced Homemakers
Reading Area Community College
10 South Second Street
Box 1706
Reading, PA 19603
(717) 372-4721 ext. 288
Belinda Gutwein, Coordinator

Women's Information Service
Box 63
Media, PA 19063

Women's Center
YWCA
33 Carlisle Street
Hanover, PA 17331

Women's Center
YWCA
8 Lincoln Equare
Gettysburg, PA 17325

Women's Employment Service
YWCA
320 East Market Street
Williamsport, PA 17701

Women's Information Service Exchange
YWCA of Greater Pittsburgh
Fourth and Wood Streets
Pittsburgh, PA
(412) 391-5100 ext. 213

Theos Foundation
Support Group for Widows
10521 Lindbergh Avenue
Pittsburgh, PA
(412) 243-4299

Access
Lifelong Learning Center
Reading Public Library
5th and Franklin Streets
Reading, PA 19602
Maryann Haytmanek
(215) 376-6501

Penn Women's Center
Houston Hall
3417 Spruce Street
Philadelphia, PA 19104
(215) 243-8611

Women in Transition
4634 Chester Avenue
Philadelphia, PA 19104
(215) SA-4 -9511

Women's Resource Center
312-315 A Bank Tower Building
Scranton, PA 18503
Joan Slayton, Contact

Womansource
101 East Lancaster Avenue
Wayne, PA 19087
(215) 688-8852
Sandra Gilmour, Contact

Women's Center of Erie, Inc.
130 West 8th Street
Erie, PA 16501
(814) 453-4354
Mary Kwiatkowski, Director

Gateways
5th Street and Mitchell Avenue
Lansdale, PA 19446
(215) 362-1490
Audrey Myers, Administrative Assist.

Widener Way for Women
Chester, PA 19013
(215) 876-5521, ext. 372
Dena Matthews, Director

Displaced Homemaker Network
P.O. Box 374
Mandenhall, PA 19357
Juanita Dutton, Region III
Representative

NATIONAL NETWORK

DISPLACED HOMEMAKER NETWORK

Displaced Homemakers Network
c/o Business and Professional Women's Foundation
2012 Massachusetts Avenue, N.W.
Washington, DC 20036
(202) 293-1200, ext. 34
Alice Quinlan

NETWORK REGIONAL REPRESENTATIVES

I. Gloria Bernheim, Director
Homemaker Re-Entry Program
57 Jackson Street
Lawrence, MA 01840

II. Florence Leon
Volunteer Bureau of Bergen County
389 Main Street
Hackensack, NJ 07901

III. Juanita Dutton
Regional Representative, Region 3
Displaced Homemaker Network
P. O. Box 374
Mendenhall, PA 19357

IV. Beatrice Ettinger, Director
Center for Continuing Education
Valencia Community College
Box 3028
Orlando, FL 32802

V. Shirley Sapin
Union for Experimenting Colleges and Universities
2331 Victory Parkway
Cincinnati, OH 45206

VI. Jan P. Ortega, Director
Center for Displaced Homemakers
4747 Earhart Boulevard, #205
New Orleans, LA 70105

VII. Shirley Sandage, Director
The Door Opener
215 North Federal Avenue
Mason City, IA 50401

VIII. Fern Lea Latino, Director
Pueblo Women's Center
330 Lake Avenue
Pueblo, CO 81004

IX. Joan Suter, Director
Displaced Homemaker Center
Career Planning Center
2260 West Washington Boulevard
Los Angeles, CA 90018

X. Barbara Crawford
Box 2386
Seattle, WA 98111

Sources of Financial Aid for Displaced Homemaker Programs

Program	Eligibility	Monies	Contact
Vocational Educational Act 120 (b) (1) (L) (i) (ii) (iii)	Consult Guidelines	$112,434 (PA) post-secondary program grants for teaching vocational skills. Seed money of approximately $12,500.	The State Director for Displaced Homemakers Pennsylvania Department of Education 333 Market Street Harrisburg, PA 17126
	Male and female adults who are Dispalced Homemakers, single heads of households, homemakers and part-time workers seeking a full-time job and those in traditional jobs seeking non-traditional areas. Youth and adults except in consumer and homemaking areas.	Program monies to cover needs assessment, acquisition, repair and maintenance of equipment for Displaced Homemakers Programs. State basic grant for stipends.	Bureau of Vocational Education in Pennsylvania Department of Education.
CETA Prime Sponsor Monies	Consult Guidelines	Nationally $5,000,000 set aside October 1, 1979 - September 30, 1980.	Apply through local Prime Sponsor. (preferably in spring) Information available thru County Commissioner.

Sources of Financial Aid for Individuals who are Displaced Homemakers (Federal)

Program	Eligibility	Monies	Contact
BEOG (Basic Educational Opportunity Grant)	Full-time or part-time postsecondary students working toward a certificate or degree. Only federal grant not awarded on the basis of American Testing or College Scholarship Service eligibilities but uses similar critera.	$50-1,600 on basis of need and cost of educational institution.	Applications available at high schools, U. S. Post Offices, and most School Financial Aid offices. Submit directly to the BEOG Program.
SEOG (Supplimentary Educational Opportunities Grant)	Postsecondary students who would not be able to continue their education without added financial support. Primarily awarded to students who have received a BEOG, undergraduate students attending at least 1/2 time at participating schools.	Maximum $1,500 or 1/2 total of all other aid you are receiving, whichever is less (matching funds only).	Applications available through financial aid offices of participating schools.
FISL (Federally Insured Student Loan Program) or GSL (Guaranteed Student Loan) or HELP (Higher Education Loan Plan) Underwrite educational loans made by banks and schools.	Must show financial need and be enrolled on at least a half-time basis.	$2,500/year up to a total of 7,500 for undergraduate or vocational study or $15,000 for graduate or professional study. 7%/year repay.	Applications available from participating bank, credit unions or financial aid office.

Sources of Financial Aid for Individuals who are Displaced Homemakers (State)

Program	Eligibility	Monies	Contact
SSIG (State Student Incentive Grant)	Graduate and undergraduate students demonstrating need.	Matching grant, State and Federal.	Pennsylvania Department of Education, Harrisburg, PA 17126
Pennsylvania Guaranteed Student Loan (PHEAA)	Pennsylvania resident for undergraduate or graduate studies at a Pennsylvania accredited instution of higher education, stress financial need, self-help and mobility. Must apply for BEOG also.	$1 Billion total since 1963 for loans.	Pennsylvania Higher Education Assistance Agency (PHEAA). School financial aid office.

Sources of Financial Aid for Displaced Homemakers (PRIVATE AID)

	Eligibility	Monies	Contact
Altrusa International Founders Fund Vocational Aid	Women of all ages, no educational restrictions, for training that will qualify them for employment and retrain for upward mobility, equipment or personal rehabilitation, aptitude and need.	No award for college degrees but maybe two year technical programs. Maximum $500. Local contact:	Chairman, Founders Fund Vocational Aid Committee Altrusa International Foundation, Inc. 332 S. Michigan Avenue Chicago, IL 60614
Career Advancement Scholarship Business and Professional Women's Foundation (BPW)	Women in full-time and part-time programs of study in academic or vocational/Para-Professional/office skills training.	Awards for full-time or part-time training program.	Deadline for June Meeting is May 1, for November Meeting is October 1. Scholarship Director, Local BPW Organization.
Career Advancement Scholarships Business and Professional Women's Foundation	Mature women returning to vocational, undergraduate or graduate school after a break in their education.	Scholarships dependent on costs and need	BPW Foundation 2012 Massachusetts Avenue Suite 922 NW Washington, DC 20036
Second Career Scholarship for Displaced Homemakers	Funding for counseling to assess the Displaced Homemaker's needs and skills and for job retraining.	Funding for counseling to individual	BPW Foundation 2012 Massachusetts Ave. Suite 922 NW Washington, DC 20036
General Federation of Women's Clubs Scholarships and loans	Women pursuing postsecondary education Sources vary from state to state.	$2.5 million total in scholarships and loans	General Federation of Women's Clubs 1734 N Street, NW Washington, DC 20006
Clairol Loving Care Scholarship Program	For women who demonstrate the aptitude and need participating in postsecondary degree programs. No field restrictions.	Full or part-time undergraduate degree, vocational graduate, master's or professional level study.	Scholarship Director Business & Professional Women's Foundation 2012 Massachusetts Avenue Washington, DC 20036
Soroptimist Awards	Training awards to assist mature women to enter or re-enter the labor market.	Training awards	Soroptimists International 1616 Walnut Street Philadelphia, PA 19103

APPENDIX H

Funder	Eligibility	Monies	Contact
Kappa Kappa Gamma Scholarships	Women undergraduate and graduate students studying physical therapy, occupational therapy, speech and hearing, learning disabilities, mental health, and social work.	Scholarships	Kappa Kappa Gamma 565 Sea Queen Drive Lake Havasu City AZ 86403
United Scholarship Service, Inc.	Aid, counseling and placement services for undergraduate American Indian Students.	Financial Aid	United Scholarship Service, Inc. Box 18285 Capitol Hill Station 941 East 17th Avenue Denver, CO 80218
National Spanish Surnamed Scholarship Fund	Scholarships to assist Spanish surnamed students in full-time graduate study at an Outreach center or an accredited United States College or University.	Scholarships for Spanish surnamed	League of United Latin American Citizens 400 First Street, NW Washington, DC 20001
National Hispanic Scholarship Fund (NHSF)	Hispanic students who live in the United States and are in under-graduate study.	Scholarships for Hispanic	National Hispanic Scholarship Fund Box 571 San Francisco, CA 94101
Helen Malloch Scholarships	Financial aid for full-time upperclass or graduate women majoring in journalism.	Financial aid for women in journalism.	National Foundation of Press Women 7005 Park Avenue Richmond, VA 23226
Indian Health Employees Scholarship Fund (IHESF)	Indians who plan to enter the health field.	Scholarship	Indian Health Employees Scholarship Fund, Inc. Federal Building Room 215 115 4th Avenue, SE Aberdeen, SD 57401

APPENDIX H

Funder	Eligibility	Monies	Contact
National Association of Women Deans, Administrators and Counselors (NAWDAC) Grants	Women working toward degree in personnel guidance and counseling.	Grant dependent on need and cost of program.	National Association of Women Deans, Administrator and Counselors 1028 Massachusetts Avenue NW Suite 922 Washington, DC 20036
George R. and Eliza Gardner Howard Foundation Fellowships	Fellowships for individuals ages 30-40 who pursue studies in the fields of languages and literature, social sciences, history, philosophy, and fine, applied and performing arts.	Fellowships	George R. and Eliza Gardner Howard Foundation Box 1867 Brown University Providence, RI 02912
Legal Training for Disadvantaged	Minorities and disadvantaged students enrolled in law for three year program.	Fellowships for three year law program.	Council on Legal Education Opportunity (CLEO) 818 18th Street, NW Washington, DC 20006
Specific Occupational Programs Nursing Student Loan Program Nursing Scholarship Grant Program Health Professions Scholarship Programs Law Enforcement Educational Programs	Students enrolled in these specific programs and in financial need.	Varied dependant on program and need.	Applications available from financial aid office of participating schools.
CWS (College Work Study)	Undergraduate and graduate students. Work/study programs related to field of study.		
Veteran's Benefits (some available to veteran's dependents).	Postsecondary education grants and loans available to veterans.		Regional Office Building #3, Room 3514, 7th and D Streets, SW, Washington, DC 20202

APPENDIX H

General Information on Funding

The Directory of Financial Aids for Women, by Gail Ann Schlacter, Los Angeles: Reference Press Service, 1979. $15.95.

Educational Financial Aid Sources for Women, by Clairol Loving Care Scholarship Program, 345 Park Avenue, New York, NY 10022. free.

Chronicle Student Aid Annual, by Chronicle Guidance Publications, Inc., Moravia, NY 13118 (1977-78 edition) $12.00 (aid programs of labor unions, state and federal governments and business firms).

Catalog of Federal Domestic Assistance (FDA), Superintendent of Documents, Government Printing Office, Washington, DC 20402 $20.00

Catalog of Federal Programs Related to Community Education, Superintendent of Documents, Government Printing Office, Washington, DC 20402

National Center for Community Action (NCCA) Where the Money Is and Human Work for Human Needs, (paperbacks that identify and describe Federal Government funding sources geared to help low-income people, available from National Center for Community Action, 1328 New York Avenue, NW Washington, DC 20005

The Foundation Directory from Foundation Center, 888 7th Avenue, New York, NY 10019, $36.00

Directory of Special Problems for Minority Group Members: Career Information Services, Employment Skills Banks, Financial Aid, by Willis L. Johnson, Ed. Garrett Park Press, Garrett Park, MD 20766, 1975 $8.50

Selected List of Postsecondary Education Opportunities for Minorities and Women. United States Office of Education, Bureau of Postsecondary Education, Washington, DC 20202

Financial Aid for The Handicapped, by Department of Health, Education and Welfare, Social and Rehabilitation Service, Division of Vocational Rehabilitation, 623 East Adams Street, Springfield, Il. 62706.

Career Development Opportunities for Native Americans, United States Department of the Interior, Bureau of Indian Affairs, Office of Indian Eeucation Programs, Box 1788, Albuquerque, NM 87103, Free (applicants must be one-quarter or more Indian, Eskimo or Aleut)

Barron's Handbook of Junior and Community College Financial Aid, by Barron's Education Series, Inc., 113 Crossways Park Drive, Woodbury, NY 11797, (1977) $6.95 plus 50¢ postage.

Don't Miss Out, The Ambitious Student's Guide to Scholarships and Loans, by Octameron Association, Box 3437, Alexandria, VA 22302 (1977) $1.50 (Federal, State, Private aid for graduate and undergraduate students, special section on minorities.)

Financial Aid for Higher Education, by Oreon Deeslor, William C. Brown Co., Publishers, 2460 Keiper Boulevard, Dubuque, IA 52001, (1976-77 revised edition) $14.95. (Financial Aid for the first year of college listing programs for students showing high academic ability based on high school record and financial need.)

How to Obtain Money for College, A Complete Guide to the Sources of Financial Aid for Education, by William E. Lever, Arco Publishing Co., Inc., 219 Park Avenue South, New York, NY 10003 (1976) $5.00.

How to Understand, Apply for and Obtain Financial Aid for Your Post-Secondary Education, by C. Wagner Hood and John R. Riina. John R. Riina, Box 16280, Baltimore, MD 21210. (1978) $5.95.

Need A Lift? by The American Legion Educational and Scholarship Program, The American Legion, Box 1055, Indianapolis, IN 46206 (1978 revised ed.) 50¢ (Revised annually - information on careers and scholarships for undergraduates who are children or spouses of disabled veterans).

An Introduction to Proposal Writing, available from Grove A. Spearly, Jr. Pennsylvania State University.

DISPLACED HOMEMAKER LEGISLATION
(FEDERAL)

The Education Amendments of 1976 (Public Law 94-482 amending the Vocational Education Act of 1963)

*VEA Sec. 120(b)(1)(L)(i),(ii),(iii)
VEA Sec. 107(a)(3)

I. Purpose

To provide programs and services to meet the needs of persons who had solely been homemakers but who now, because of dissolution of marriage and for other reasons, must seek employment based on a needs assessment by individual States. (See item VII hereof.)

II. Eligibility for Program Operation

State Board of Vocational Education determines eligibility through an approved State plan for vocational education. (VEA Sec. 105(a)(1)(A),(B),(C)(Regulation 104.31-104.36)

III. Advisory Councils and Planning Bodies (VEA Sec. 105(a) through (g)), (VEA Sec. 107(a)(1)), (Regulations 104.91-104.111; 104.162)

1. State Vocational Education Advisory Council
2. Local Advisory Councils and Committees
3. State Planning Committee

IV. Federal Funds* (VEA Subpart 1, Sec. 102(a), Sec. 111), (Regulation 104.621)

1. Allocation of Federal funds to 57 States and Territories on a formula grant basis.
2. Allocation and activity must be included in an approved State plan for vocational education.
3. Level of funding determined at discretion of State/Territories.
4. States may award sub-grants to local secondary, postsecondary and adult education agencies for displaced homemaker programs.

The Comprehensive Employment and Training Act Amendments of 1978 (CETA)
(Public Law 95-524) amending and reauthorizing CETA of 1973)

TITLE II (CETA)

I. Purpose

To establish comprehensive employment and training (E&T) service programs for economically disadvantaged persons. (CETA Sec. 201)

II. Eligibility for Program Operation

Prime sponsors determine eligibility of deliverers of services on the basis of "demonstrated effectiveness" in previous programs, as defined in CETA regulations. (20 CFR § 675.4)**

III. Advisory Councils and Planning Bodies

1. Prime Sponsor's Planning Council (CETA Sec. 109)
2. State Employment and Training Councils (CETA Sec. 110)
3. Private Industry Councils (PIC) (CETA Sec. 704)

IV. Federal Funds*

Federal funds to prime sponsors on a formula allocation basis. Level of funding is determined on the basis of population, unemployment rates, special needs and number of economically disadvantaged persons in each jurisdiction. (CETA Sec. 202; 20 CFR § 677.14) (NOTE: Beginning October 1, 1978, 459 State and local government units will act as CETA prime sponsors.) Grants to Governors to provide, through State vocational education boards, needed vocational education services in areas served by prime sponsors. (CETA Sections 202 and 204)

TITLE III (CETA)

I. Purpose

To provide services to meet the employment-related needs of persons who are disadvantaged in the labor market, including displaced homemakers and others requiring special assistance as determined by the Secretary of Labor. (CETA Sec. 301)

II. Eligibility for Program Operation

The Secretary of Labor determines eligibility of public agencies or private organizations to operate programs as contractors or subgrantees as prescribed in 20 CFR § 675.5 and/or in the specific regulations for those programs.

IV. Federal Funds*

The Secretary of Labor shall make available financial assistance to provide employment opportunities and appropriate training and supportive services (through multi-purpose projects or otherwise) to displaced homemakers. (CETA Sec. 301(a),(b)(1)(A),(B) and (C).

*Displaced homemaker programs may qualify for Federal funds under various sections of the Vocational Education Act and the Comprehensive Employment and Training Act Amendments of 1978.

*VEA - Vocational Education Act

**Final regulations promulgated by the Department of Labor for programs under Titles I, II, VI and VII of CETA were published in the Federal Register on April 3, 1979. They will be set forth in Parts 675 through 695 of Title 20 of the Code of Federal Regulations. A copy of the new regulations can be obtained from the Office of Information, Employment and Training Administration, U.S. Department of Labor, 10225 Patrick Henry Building, Washington, D.C. 20213, or from the Department's regional offices.

The Education Amendments of 1976

V. Allowable Costs (VEA Sec. 107(b)(4)(B)), (Regulation 104.622)

1. Needs Assessment.
2. Approved programs, services and activities. (See item VIII hereof.)
3. Acquisition, repair and maintenance of instructional equipment.

VI. Deliverers of Services

1. State vocational education agencies
2. Local education agencies (LEA)--public or private
   a. secondary schools
   b. postsecondary schools including community colleges, vocational technical schools, State vocational schools and adult centers.
3. Appropriate community based organizations (CBOs) on a subcontract basis.
4. Public and non-profit institutions.

VII. Eligible Participants (VEA Sec. 120(b)(1)(L)) (Regulation 104.621)

Male and female adults who are:
a. Persons who had solely been homemakers but who now, because of dissolution of marriage, must seek employment.
b. Single heads of households.
c. Homemakers and part-time workers seeking a full-time job.
d. Women and men in traditional jobs seeking employment in non-traditional areas.

CETA Amendments of 1978

TITLE II (CETA)

V. Allowable Costs

1. Participant assessment. (CETA Sec. 205)
2. Comprehensive E&T services. (CETA Sec. 201)
3. Supportive services. (CETA Sec. 211; 20 CFR § 676.25)
4. Wages and allowances. (CETA Sec. 124; 20 CFR § 676.26).

VI. Deliverers of Services

States and agencies thereof; units of local government and agencies thereof; LEAs; CBOs; and other public agencies or private non-profit organizations through State Boards of Vocational Education. (CETA Sec. 101, 20 CFR § 676.2; CETA Sec. 204, 20 CFR § 677.31)

TITLE II (CETA)

VII. Eligible Participants

A person is eligible for comprehensive E&T services under Title II (Part B) only if such person is economically disadvantaged and either unemployed, underemployed or in school. (CETA Sec. 213)

TITLE III (CETA)

V. Allowable Costs

1. Comprehensive E&T services.
2. Supportive services. (20 CFR § 676.25-5)

NOTE: No funds under CETA Sec. 301 to be used for purchase, construction or major rehabilitation of facilities.

VI. Deliverers of Services

Public agencies, including Federal, State and local E&T agencies and LEAs (e.g. community colleges); community based organizations; private non-profit organizations as sub-grantees. (CETA Sec. 301). Prime sponsors may be eligible.

TITLE III (CETA)

VII. Eligible Participants

CETA Sec. 301(b)(1)(A) provides E&T and supportive services (through multipurpose projects or otherwise) to displaced homemakers, giving priority for participation in projects to displaced homemakers who, as provided in regulations prescribed by the Secretary, are most in need of services by virtue of age, education, training, household support obligations and employability. A displaced homemaker is an individual who -- (1) has not worked in the labor force for a substantial number of years, but has, during those years, worked in the home providing unpaid services for family members; and (2)(i) has been dependent on public assistance or on the income of another family member but is no longer supported by that income, or (ii) is receiving public assistance on account of dependent children in the home, especially where such assistance will soon be terminated, and (3) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. (20 CFR § 675.4).

The Education Amendments of 1976	CETA Amendments of 1978	
	TITLE II (CETA)	TITLE III (CETA)
VIII. Allowable Program Services (VEA Sec. 107 (b)(4 (B), Sec. 120(b)(1)(L)),(Regulation 104.622) a. Organized educational programs necessary to prepare these special groups for employment. b. Courses and/or programs preparing these individuals in how to seek employment. c. Placement services for graduates of vocational education programs. (Note additional services and activities which may be available under item 2A, page 6 hereof.)	VIII. Allowable Program Services (CETA Sec. 211; 20 CFR 676.25-5) Comprehensive E&T services, including but not limited to: Job search assistance, including orientation, counseling and referral to appropriate E&T opportunities; education and skill training; O-J-T; supportive services; payments or inducements to public or private employers, etc.; job restructuring; allowances to persons in training, etc. and any programs or activities authorized by part A of CETA Title III ... and CETA Title VII.	VIII. Allowable Program Services (CETA 301) E&T and supportive services, including transportation and day care (through multi-purpose projects or otherwise) to include, but not limited to, job training, job readiness services, job counseling, job search and job placement services; referrals to health, financial management, legal, public assistance and other appropriate supportive services in community being served. Supportive services may include financial assistance.
IX. Research a. State programs (formula grants), (VEA Subpart 2, Sec. 120(b)(1)(L)). b. Program Improvement and Supportive Services, VEA Subpart 3, Sec. 130 Part (A)(Federal Funds)). c. National programs (Federal discretionary funds, VEA Subpart 2 Sec. 171).		IX. Research Comprehensive program of E&T research, including experimental, developmental, demonstration and pilot projects to demonstrate effectiveness of specialized methods in meeting E&T problems. (CETA Sec. 311)

The Education Amendments of 1976
Additional Sources of Funding

1. State Program Sources

State-funded vocational education programs may also be coordinated with other State-initiated legislation and State education agency programs.

There may be specific supplemental programs at both the local and State levels which would provide additional assistance to the displaced homemaker.

2. Federal Program Sources

A. Additional services and activities which may be available to displaced homemakers under the Education Amendments of 1976:

(1) VEA Subpart 2 - Basic Grant
Sec. 120(b)(1)(A) Vocational education programs
(B) Work study programs
(C) Cooperative vocational education programs
(D) Energy education programs
(G) Stipends
(H) Placement services
(J) Support services for women in non-traditional programs
(K) Day care services

(2) VEA Subpart 3 - Program Improvement and Supportive Services
Sec. 131 Research
Sec. 132 Exemplary and Innovative Programs
Sec. 133 Curriculum Development
Sec. 134 Guidance and Counseling Services - (a)(7) Establishment of vocational resource centers to meet the needs of out-of-school individuals
Sec. 136 Grants to overcome sex bias

(3) VEA Subpart 5 - Consumer and Homemaking Education

Sec. 150(a) - Consumer and Homemaking Education Programs
Sec. 150(d) - "Economically depressed areas" may correlate with "economically disadvantaged persons," as referred to in Title II, CETA Amendments of 1978.

B. Additional agencies within the Education Division of the Department of Health, Education, and Welfare, Washington, D.C. 20202, with programs which may be applicable to displaced homemakers include:

(1) The Women's Program Staff (The Women's Educational Equity Act)
(2) The Fund for Improvement of Postsecondary Education
(3) The Bureau of Higher and Continuing Education
(4) The Bureau of Education for the Handicapped
(5) The National Center for Educational Statistics

3. Federal Research Source

In addition to the above agencies, another research source within the Education Division of the Department of Health, Education, and Welfare is the National Institute of Education (NIE), Washington, D.C. 20208.

NOTE: Programs for displaced homemakers are also available to others, e.g., the disadvantaged, handicapped, offenders, etc. under these statutes.

Other Legislation Relating to Employment and Training Services (State and Federal)

Additional Sources of Funding

1. State Program Sources

More than 20 States have enacted legislation authorizing the provision of services to meet the needs of displaced homemakers, including, for example, job counseling, job training and placement, financial management services and legal counseling and referral services. To date, some, but not all, of these States have authorized and/or appropriated funds specifically for these purposes. It should be noted that funds authorized, appropriated and/or disbursed for services to displaced homemakers pursuant to these laws have been solely from State monies.

2. Federal Program Sources

a. The Work Incentive Program (WIN), authorized by 1967 Amendments to the Social Security Act, and jointly administered by the Department of Labor and Department of Health, Education, and Welfare, provides a broad range of employment and social services exclusively for applicants for and recipients of Aid to Families with Dependent Children (AFDC).

b. The Secretary of Labor is authorized to develop and establish programs for middle-aged and older workers (over 55 years of age) to ease the transition from one occupation to another within the labor force ("second career objectives") and to assure increased labor force participation by older workers. (See CETA Sec. 308, Projects for Middle Aged and Older Workers.)

c. Individuals qualifying for assistance under Title VI (that is, public service employees) may be available to staff a displaced homemaker project established under other Titles of CETA. (See CETA Sec. 610.)

d. Prime sponsors receiving financial assistance under Title VII may use such assistance to augment, but not supplant, employment and training programs and related activities under other Titles of CETA, when determined appropriate by the Secretary of Labor. (See CETA Sections 702 and 705.)

VOCATIONAL INTERESTS

THE SELF DIRECTED SEARCH: A GUIDE TO EDUCATIONAL & VOCATIONAL PLANNING BY JOHN L. HOLLARD, PH.D.

A test booklet to help explore what occupation to follow. It suggests groups of occupations that may be of interest for further consideration.

Consulting Psychologists Press
577 College Avenue
Palo Alto, CA 94306

THE NON-SEXIST VOCATIONAL CARD SORT BY CINDY RICE DEWEY

76 categories on 3 x 5 cards, coded according to Holland's 6 occupational themes. Chosen to be representative of a wide range of vocational values.

NSVCS
Rt. 4, Box 217
Gainsville, FL 32608

THE QUICK JOB-HUNTING MAP BY RICHARD N. BOLLES

An excerpt from "What Color is Your Parachute?" This extensive questionnaire if completed could give the job-changer or hunter a complete picture of him/herself as well as their needs and skill assessment.

Ten Speed Press
900 Modoc
Berkeley, CA 94707

EMPLOYER PARTICIPATION SHEET

Organization_____

Address _____

Phone _____

Contact Person_____

Indicate ways in which your organization may be interested in cooperating.
(Mark areas where there is already cooperation with an A.)

We will

_____become part of an employee recruitment system.

_____provide our annual report and/or other printed material about our organization.

_____agree to an occasional tour of our facilities.

_____designate a person who will agree to talk with students. (By appointment and as time permits)

We wish to further explore

_____developing a reorientation for reentry program which may include internship and/or on-the-job training.

GOAL SETTING AND DECISION MAKING

CATALYST: PLANNING FOR WORK, SELF GUIDANCE SERIES, G1, 1978.

A workbook in self-guidance. Intended to help the reader explore wants, needs and values and to examine goals and interests and to assess the demands of family and the world of work. Excellent exercises.

Catalyst
14 East 60th Street
New York, NY 10022

A WOMAN'S CHOICE: A GUIDE TO DECISION MAKING

BY LORNA P. CAMMAERT AND CAROLYN C. LARSEN

Includes many techniques used in the process of decision making. The book is the outgrowth of several programs for women. Divided into 42 steps and exercises. Includes bibliographies.
Excellent source book for exercises in decision making.

Research Press Co.
2612 North Mattis Avenue
Champaign, IL 61820

DECISIONS AND CHANGE: A COMMON SENSE APPROACH TO CHANGING DIRECTION

BY NANCY SUMMERS

Problem-solving and decision-making techniques, decision-making, self-awareness, personal effectiveness, positive approach to personal decisions. Quick, easy to read, help for decision making. Good for someone under emotional stress or immobilized by indecision.

Vine Yard Publications
Harrisburg, PA

APPENDIX L

The Inventurers: Excursions in Life and Career Renewal

by Janet Hagberg and Richard Leider, 1978

A renewal process to help adults get what they want out of life and career. Helps them take positive action in expanding and exploring their options in a step-by-step method. The guidelines and exercises could be used in workshops or individually. Useful format.

Addison-Wesley Publishing Company
Reading, MA

SELF RATING

Name:_____ DATE:_____

How effectively have you managed in the following areas:

1 means "ineffectively"
2 means "occasionally effectively"
3 means "okay"
4 means "effectively"
5 means "very effectively"

Read each item and place the number that best assesses how effectively you have functioned on the line provided.

1. I am able to make decisions. _____
2. I am able to take full responsibility for financial matters. _____
3. I can take care of minor home repairs. _____
4. I have established a system to manage my time. _____
5. I can keep within a budget. _____
6. I have established a system to manage my money. _____
7. I can find solutions to my personal problems. _____
8. I can discover my skills and develop them on my own. _____
9. I am able to ask for assistance when I need it. _____
10. I am able to change plans when I have to. _____
11. I am able to face tomorrow. _____
12. I am able to face 5 years from now. _____
13. I can accept another's decision when it is different from mine. _____
14. I am able to accept critism of myself. _____
15. I can assert my opinion when I feel I am right. _____
16. I am able to make suggestions which I think are important. _____
17. I can set my priorities. _____
18. I am able to set up long-range goals. _____
19. I can evaluate my work realistically. _____
20. I can recognize what is easy and what is difficult for me. _____
21. I understand the demands of work and know I will meet them. _____
22. I am able to relax when I get tense. _____
23. When things go wrong I have confidence I can cope. _____
24. When I feel depressed, I am able to determine the cause. _____
25. I feel that my appearance is viewed by others. _____
26. I view my ability to find a job. _____
27. I view my ability to find a job I like. _____
28. I can manage my life. _____

PROGRAM SERVICES

Rating: Number from 1 - most helpful - to 9 - least helpful - the program component parts. Put a number from 1 to 9 in the space before each part. For example: 3 Resource file, 5 Counseling, 1 Peer Support System, etc.

Program services I have used:	Frequency		
Rating:	Seldom	1-5 times	Over 5 times
_____ Resource File	_____	_____	_____
_____ Counseling	_____	_____	_____
_____ Peer Support System	_____	_____	_____
_____ Job Referral	_____	_____	_____
_____ Work Study/Internship	_____	_____	_____
_____ Special Instruction	_____	_____	_____
_____ Goal Setting and Decision Making	_____	_____	_____
_____ Assertiveness	_____	_____	_____
_____ Resume Writing and Interviewing	_____	_____	_____

CLIENT EVALUATION

Resource File

1. How many times did you use the resource file? _____seldom _____ over 5_____ over 10.

2. What kind of information did you seek? Please list from 1 to 4 in order of importance to you. _____Educational Institutions _____Business _____Government Agencies _____Support Services.

Counseling Services

3. How would you describe the assistance you received in helping you think more clearly about yourself? (Interests, abilities, needs, concerns).
   _____ excellent _____ fair
   _____ good _____ poor

4. Did your counselor discuss occupations you might be interested in?
   _____ yes _____ no

5. Was the information valuable? _____ yes _____no

6. How much help was the counseling in making an occupational decision?
   _____ very _____ somewhat _____ not very _____ little

7. Did the counselor discuss non-sex-role-stereotypic careers? (Such as machinist, veterinarian, etc.)? _____ yes _____ no

8. Did your counselor discuss outside constraints that might hinder your ability to be successful in school? _____ yes _____ no

9. Was special help available through the school? _____ yes _____ no
   Outside of the school? _____ yes _____ no

10. Were you aware of this help before you contacted the counselor?
    _____ yes _____ no

11. How satisfied were you with your counselor? _____very _____ somewhat
    _____ not very _____ not at all

12. Did a peer support group exist when you enrolled? _____yes _____ no

13. If no, did the counselor suggest help in starting one? _____yes _____ no

14. Did you join a peer support group? _____ yes _____ no

15. Do you feel it has been helpful? _____ yes _____ no
Explain:_____

Educational/Training Programs

16. In what program did you enroll? _____

17. In general, how would you rate the course?
_____ excellent _____ fair
_____ good _____ poor

18. Are you seeking work in the occupation for which you trained?
_____ yes _____ no

19. Do you have a job in this occupation? _____ yes _____ no

20. Where:
Employment started:
Title:
Salary:

Internship/Work Study/Cooperative Programs

21. Were you involved in one of the above?
_____ yes _____ no
If no, you have completed this form.

THANK YOU

If yes, please go on.

22. Where _____
How long_____
Task_____
Paid? How much?_____

23. Was this a good _____, fair _____, or poor _____ experience?

THANK YOU